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This curriculum guide consists of working papers developed for four practicum courses by committees of consultants from 10 different schools and universities in New York. An introduction describes the Fordham program for which they were designed. Each syllabus lists objectives, content, activities, and readings (for students and instructors) under each major topic. The first course, "Children and Youth in Urban Schools," (which includes field experiences as school aides and as assistants in social case work agencies) has six units: the urban community, the urban family, institutional structure of the city, the child, the role of the school and other agencies in social change, and the urban teacher. The other three syllabuses are designed for three sections of a "Learning and Teaching" course for "apprentice teachers" engaged in student-teaching type activities. Two sections are for teachers of grades N-9. The first, emphasizing early childhood, includes units on apprentice teaching, the child, the school community, how children learn, desirable classroom atmosphere, curriculum, and materials of instruction. The second, emphasizing the middle grades, includes directed observation, the individual child, classroom procedures, curriculum. The final syllabus, for secondary school teachers, includes teaching skills, curriculum materials, methods, and principles of learning as related to the subject matter specialties. (JS)

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WORKING PAPER / ONE

THE PREPARATION OF URBAN TEACHERS:

A SYLLABUS

Harry N. Rivlin • Valda Robinson
Fordham University, New York City

THE NDEA NATIONAL INSTITUTE FOR ADVANCED STUDY IN TEACHING DISADVANTAGED YOUTH
1126 SIXTEENTH STREET, NORTHWEST • WASHINGTON, D. C. 20036

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THE PREPARATION OF URBAN TEACHERS: A PROPOSED SYLLABUS

The Development of Curricular Materials
for the Urban Teacher Education Program
at Fordham University, New York City

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American Association of Colleges for Teacher Education
Washington, D. C.
1968

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Director of the Institute: Richard E. Lawrence
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FOREWORD

From a letter to the National Institute from Valda Robinson, coordinator of the Fordham University Inter-Institutional Program Development Project:

> "It has been a pleasure to have the opportunity to work with the NDEA National Institute in developing course content for the Urban Teacher Education Program.
>
> "These materials are truly working papers, with some materials yet to come. These papers, however, provide the framework for the instructional ideas used in Fordham's new Urban Teacher Education Program, initiated in February, 1967.
>
> "A logical next step would be faculty in-service seminars, utilizing these working papers. These seminars could afford opportunity not only for faculty development, but also for expansion, implementation, revision, and evaluation of the courses in the new program."

Dissemination of current materials useful in attacking the problems of the preparation of the teacher of the disadvantaged is a prime concern on the NDEA National Institute. The AACTE is pleased, therefore, to publish this working syllabus. It is hoped that it demonstrates anew the Association's commitment to the increasing excellence of contemporary teacher education.

Richard E. Lawrence

Associate Executive Secretary
American Association of Colleges
for Teacher Education

Director, NDEA National Institute
for Advanced Study in Teaching
Disadvantaged Youth

Washington, D.C.
March, 1968

THE PREPARATION OF URBAN TEACHERS
A Proposed Syllabus

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PREFACE

In February 1967, Fordham University introduced a new teacher education program, designed to prepare teachers for urban schools. We soon realized that while plans are wonderful, translating them into practice requires much intensive and detailed work.

We are indebted to Dr. Richard E. Lawrence and the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth for making possible our use of the services of consultants from many institutions as we planned these courses.

Under the direction of Dr. Valda Robinson, with the assistance of Dr. John King and Dr. Samuel Streicher, our consultants learned the aims of the new programs and the specific goals of each of the new courses. They gathered the materials necessary for the preparation of courses never given previously at Fordham, nor, probably, at any other institution. To give our consultants as free a hand as possible, we did not include on the working committees any other members of the Fordham faculty. In turn, we assumed that our faculty would have the privilege all professors have of using the material as aids rather than as course syllabi to be slavishly followed.

The publication consists of working papers developed for four courses:
Children and Youth in Urban Schools
Learning and Teaching - Grades N-9, (Emphasis on early childhood)
Learning and Teaching - Grades N-9, (Emphasis on middle grades)
Learning and Teaching - Secondary School

These resource materials have been most helpful to us. In the hope that other institutions may profit from the assistance Fordham has received from its consultants, we are ready to share their suggestions with our colleagues everywhere. We hope, however, all will understand that these are working papers only, not finished products. Indeed we shall probably never have a finished product since our faculty members, our students, and our colleagues in the school system are continually revising, modifying, and, I hope, improving what we are doing.

In order to help readers understand the designed purposes of these materials and the courses for which they were intended, we have added an introduction that describes the Fordham Teacher Education Program.

Harry N. Rivlin
Dean, School of Education
Fordham University

New York City
February, 1968

ACKNOWLEDGEMENTS

In order to achieve the purposes of this project, the working committees were selected with care. Dr. Rivlin, Dr. King, and I first formulated the specific objectives of the project. With these objectives in mind, we then invited consultants to participate: consultants from both public and private schools, from other institutions of teacher education, and from disciplines other than education. All had evidenced interest in and knowledge about the urban child, the urban environment, or the urban schools. Besides education, the disciplines represented were anthropology, educational psychology, social psychology, and sociology. Within education, areas represented were administration, curriculum, guidance, and supervision.

An initial meeting was held at Fordham University in March, 1967, for overall orientation to the project. The new Fordham Urban Teacher Education Program was discussed, and the purpose of the NDEA National Institute for the Advanced Study in Teaching Disadvantaged Youth was presented. Next, this particular Inter-Institutional Program Development project of the Institute was outlined: a project to develop materials for a unique and a specific teacher education program that could be utilized in this and other urban areas faced with the task of preparing more effective teachers for urban schools.

At this meeting four committees were formed to prepare materials for four courses. Each committee was composed of consultants from different schools, different universities, and different disciplines. In each committee the responsibilities of each consultant were delineated. For a week in March the consultants met daily at Fordham University. For the most part, this time was spent in committee work on the specific course blocks. Large group meetings were held, however, to insure that ideas would be shared and that scope and sequence would be logical and complete.

Following this week, each committee met individually to complete the first draft of the working papers. In April, the entire group met again at Fordham to evaluate each committee's report. Ideas were offered as to how each committee could clarify, simplify, or enlarge its report. This was followed by individual committee meetings for final revision.

The materials in this syllabus (those revised papers submitted in May, 1967, to Fordham University as final committee reports) were developed by these consultants, who were enthusiastic, creative, and dedicated in their task:

Dr. Ethel Alpenfels, New York University, New York
Dr. Francis DiVesta, Pennsylvania State University, Pennsylvania
Rev. Joseph Fitzpatrick, S.J., Fordham University, New York
Dr. Edmund Gordon, Yeshiva University, New York
Dr. Marcia Guttentag, Queens College, City University of New York, New York
Dr. Archie Lacey, Hunter College, City University of New York, New York
Dr. Barbara Lake, Fordham University, New York
Dr. Helene E. Lloyd, New York City Board of Education, New York
Dr. Anthony Mottola, Fordham University, New York
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Dr. George Rotter, Long Island University, New York
Dr. Daniel Schreiber, New York City Board of Education, New York
Dr. Samuel Streicher, Fordham University, New York
Dr. Anne Marie Wallace, St. Paul the Apostle School, New York
Mrs. Rebecca Winton, New York City Board of Education, New York

Valda Robinson
Project Coordinator

INTRODUCTION

FORDHAM UNIVERSITY'S NEW TEACHER EDUCATION PROGRAM

It is only natural that Fordham University's School of Education, situated in the heart of the metropolis, should be intensely concerned with urban education. Better education is indispensable to any program of an American city as it attempts to deal with its pressing problems. Although urban problems cannot be solved by the school alone, they cannot be attacked at all until the schools are functioning effectively, answering the wide variety of educational needs of an urban community.

However vexing educational problems may be, they nevertheless reflect the progress already made in American education and the popular demand for more. Only a rich country can afford to give all its children more schooling than some of them want. Only a humane nation worries about the fate of adolescents who drop out of school before they are fully equipped for life and work. Only an enlightened nation is likely to be determined that children whose background has deprived them of adequate educational opportunities be given whatever extraordinary help they need to ready them for further education. Moreover, when citizens attach so much importance to the education of their children that they are ready to press vigorously for quality education and even move to another community in order to get it, there is great hope for educational progress.

Nonetheless, even when they spring from previous achievement, urgent problems demand solution in kind. No community can afford to lose its middle class because of disappointment with the quality of education. At the same time, no community dare ignore the just demands of those who have been denied adequate educational opportunities, until now. Schools must learn how to work with citizens who want better education, even when there is little agreement on what is meant by better education. Schools must learn to work with all other social agencies in dealing with urban children and youth, recognizing that learning is a social as well as a cognitive process. Teachers must be skillful in working with the widely varying individuals and sub-cultures to be found in urban schools.

Not only are there no panaceas for the ills of urban education, but sometimes it seems as though every wonder-drug leads only to new maladies. To cite but one example: to act on the suggestion that children in inner city schools be taught in smaller classes only accentuates the present serious shortage of experienced teachers, especially in the inner city schools.

If schools conduct inadequate programs of compensatory education, they deny educational opportunities to the very children who suffer from past neglect. If schools focus extra attention on the compensatory education needed by some of the inner city pupils, some parents may feel that the curriculum has been watered down. Consequently, they may take their children out of the public schools to enroll them in a non-public school or to move to other areas where the schools have as yet found no need for extensive programs of compensatory education. This exodus from the city schools aggravates the educational plight of the cities. Every child who leaves a city school takes his parents with him, thus depriving the schools of a traditional supportive force for educational improvement. Naturally, then, it becomes increasingly difficult to achieve quality integrated education when middle class families abandon the city.

For generations educators have found comfort in Henry Adams' observation that there is no education problem that cannot be solved with more money. To be sure, without funds the most courageous and imaginative programs conducted by the ablest people result in frustration. On the contrary, money spent without courageous and imaginative programs and without able people is often useless. Fortunately, school budgets, though still inadequate, have risen dramatically, and federal aid is budgeted in amounts hardly deemed possible a decade ago. Who will formulate the daring plans? How can enough competent professionals be found to carry them out in such a way that today's educational problems become tomorrow's opportunities?

For this reason, Fordham University thinks it important to develop new patterns to prepare teachers and related professional personnel so urgently needed in urban schools. We hope these programs will prepare competent beginning teachers and give them the supportive help needed to launch them on stimulating and satisfying professional careers. We expect the schools and the university to work together in the education of teachers, not only to merge theory and practice and thus strengthen the university program, but also to improve the education of children already in the schools. We want those who complete this program to be able to serve effectively in all existing schools. Beyond that, we want to invest them with the drive and the ability to help plan new educational programs yet to be developed to meet the needs of a changing society.

The inauguration of these new teacher education programs is but one focus in a larger program on which Fordham University, with its commitment to urban education, has embarked. It is already engaged in a program for the reorientation and recruitment of the university staff needed to achieve the goals of the new programs; to develop school and district administrators capable of working with students who are serving as school aides, apprentice teachers, and beginning teachers. These programs help present and prospective school administrators to work with their staffs, with outside agencies and groups in devising and conducting new educational programs. Fordham is preparing to work with "grass roots" community leaders and lay citizens in planning for their optimum involvement in educational programs in neighborhood and city. Fordham University is involved in promoting programs of intra- and inter-university cooperation involving many disciplines in the introduction and evaluation of promising educational innovations.

The new teacher education programs are the product of many minds. It is not only difficult but irrelevant to indicate what was contributed by the Fordham University faculty and what was contributed by other university faculties or by personnel in the New York City schools, or in other school systems, both urban and suburban. Special recognition is due Dr. James E. Allen, Commissioner of Education, for his invitation to the colleges and universities in the state of New York to plan teacher education programs in terms of needs rather than in terms of strict conformity with state certification requirements; to Dr. Alvin P. Lierheimer, Director of the Division of Teacher Education and Certification of the New York State Education Department, for his prompt reaction to our program proposals and for his deep insight and understanding. We are especially indebted also to Professor Rita A. McGuire and to Dean James R. Dumpson of the Fordham University School of Social Service, for arranging appropriate social case-work experiences for the students in these programs.

Promising though the new teacher education programs may be, we shall have to evaluate them continuously and make whatever modifications emerge as necessary. We must see how they work in suburban areas and in inner city schools, as well as in areas between those extremes. We shall have to evaluate to what degree these programs have helped teachers to be successful in teaching all of the student body populace. In this process of evaluation and modification, we shall rely heavily on the reactions of those participating in the programs: students, university faculty, and school personnel.

The programs will be expensive for both schools and universities--expensive in time, energy, and money. No cheap road to quality education has yet been discovered. Yet we dare not settle for less; ways must be found to use financial support from local, state, and federal tax funds, and from private sources.

If the problems of urban education are to be solved (and they must be if our cities and our nation are to survive) the solution will come through the efforts of capable, understanding, imaginative teachers and administrators who possess the needed resources, together with the active cooperation of all citizens interested in the improvement of education.

John F. Kennedy often quoted Shaw's, "You see things, and you say, 'Why?' But I dream things that never were, and I say, 'Why not?'" These are days for professional educators, for everyone concerned with education, to ask, "Why not?"

General Pattern

The Basic Assumptions

1. Only adequately prepared teachers are equal to the job of providing quality education for all urban children: the privileged and the underprivileged, the academically talented, and those who have previously been denied full opportunity for educational achievement.

2. Teaching is so complex a process that teacher education must apply all that has been learned from research and all that has been learned from insights into how people learn.

3. The proper use of paraprofessionals can improve the effectiveness of urban teachers. On-the-job service in a paraprofessional capacity can be important in the preparation of teachers.

Our goal is modest. We want the beginning teacher to be so successful in his first years and to find such satisfaction in teaching that he will become a career teacher, steadily growing in skill, insight, and effectiveness.

To achieve this goal, the Fordham programs have borrowed many features from other plans, then added some of their own. To be sure, modifications must be made in the programs according to the status (graduate or undergraduate) of the participants, and according to the desired level of service: from early childhood to high school. All programs, nevertheless, have some common basic characteristics.

The Characteristic Features

1. These programs assume that those who have been thoroughly prepared for urban teaching will experience less difficulty if appointed to suburban schools, than those who have been prepared for suburban teaching will have if appointed to urban schools.

2. These programs stress on-the-job training for teachers; always, however, with the guidance, support, and supervision from the university, school, or both, to the extent nexessary to protect children from incompetent teachers. No teacher is ever asked to assume responsibilities which he is not able to discharge effectively.

3. These programs enable the prospective teacher to prepare himself quickly for service as an Apprentice Teacher and subsequently as a Beginning Teacher, delaying the advanced study of educational problems and practices until he has a meaningful background of experience to bring to them and a personal motivation to pursue them.

4. These programs apply basic principles of learning to the education of teachers. They stress the importance to the teacher of learning by doing, of learning a skill in the context of its use, of careful gradation of learning so that one phase is mastered before the next is attacked, and of the feeling of success as an incentive to further learning.

5. These programs stress the connection between theory and practice as well as the relationships among various phases of education. For example, educational psychology and methods of teaching are taught as two phases of the same process rather than as independent courses studied at different times.

6. These programs recognize that learning is a social as well as an individual process. They help teachers to deal with both the social and the individual factors that affect learning.

7. These programs see teacher education as a truly cooperative undertaking by schools and universities engaged in a joint enterprise. They avoid the conflict which arises between universities on the one hand, as they prepare teachers for the kind of schools they hope their graduates will help create, and school systems on the other hand, as they struggle to solve their real and present problems.

8. These programs bridge the gap that too frequently exists between the preservice programs conducted by universities, and initial experiences of the young teacher after appointment by a school system to a classroom. They assume that the education of a new teacher does not end with certification but must be continued into his first years on the job. They stress that beginning teachers need appropriate assignments, and continued help from the university. When a beginning driver passes his road test and gets his first driver's license, he is not asked to drive a huge trailer truck through the garment district. Why, then, should a newly certified teacher be thought able to teach a class that would tax the ingenuity of a highly skilled and experienced professional?

9. These programs reject the outworn concept that the competence of a beginning teacher can be developed by a lock-step progression through a series of unrelated courses. Instead, the procedures are adjusted to individual differences among teachers as they develop teaching.

10. These programs treat the prospective teacher as a member of the school faculty, utilizing the services of the participants as school aides and as apprentice teachers to improve the effectiveness of urban schools.

11. These programs provide for the kinds of cooperative preservice and in-service teacher education activities designed to lead to continuing professional growth of both school and university personnel.

12. These programs utilize the university resources in many disciplines, more than those usually available in teacher education programs.

13. These programs recognize the contribution made by the cooperating teacher to the Apprentice Teacher's professional growth by appropriate listing in the university catalog, by tuition-free enrollment in a graduate course, by access to the School of Education library, and by participation in teacher education activities on the campus.

Upon satisfactory completion of the required experience as Apprentice Teachers, students will be recommended for a provisional state certificate under the New York State and New Jersey State Advisement Programs. Those who follow an appropriate program leading to the degree of Master of Science in Education (Teaching) or to a Graduate Diploma in Teaching will be recommended by the University for a permanent state certificate by pursuing in the Graduate School of Arts and Sciences a program of graduate studies approved for purposes of state certification by the dean of the School of Education.

These state certificates are valid throughout the state and are not limited to service in urban schools.

The Major Stages

The teacher preparation programs for both undergraduates and college graduates assume that those who are admitted have satisfied the liberal arts background requirements for the appropriate New York State provisional certificate, that they are proficient in oral and written English, and that they meet state standards with respect to character and health. Applicants will be denied admission if they do not meet these conditions unless a program of additional courses, independent study, or other activities can be arranged that will enable them to meet these requirements. It is recommended, but not required, that applicants for admission have an adequate background in cultural anthropology, psychology, and sociology.

Stage I: As the first step in the teacher education program, the prospective teachers enroll in a course such as "Children and Youth in Urban Schools," which deals with the physical, psychological, and social factors affecting the development of urban children and youth. As an integral part of this course, students serve in designated schools as school aides, and as assistants in social case work agencies for urban children, youth, and their families. The course comprises lectures, class sessions, conferences, and supervised field activities.

Stage II: Those who are in Stage II divide their time between service as Apprentice Teachers and enrollment in an appropriate section of "Learning and Teaching." They may not enroll in any university course other than those included in the teacher education program except by approval of the dean.

Prospective secondary school teachers participate in Stage II for one term while prospective teachers in early childhood education, primary and intermediate grades, and junior high schools participate for two terms. During the second term, the assignment is ordinarily on a school level contiguous to the original level. For example, those who have served as Apprentice Teachers in early childhood education for one term may be assigned to the primary and intermediate grades for the second term; those who have served in the primary and intermediate grades may be assigned to a junior high school.

Apprentice Teachers are appointed by a school system and assigned to a specific teacher or teaching team for approximately four hours a day, five days a week, for the entire school term. They follow the school calendar, not the university calendar. Working under the direction of the classroom teacher and under the supervision of the university instructor in the co-requisite "Learning and Teaching" course, Apprentice Teachers help with non-instructional responsibilities as well as teach individual pupils, groups, and the entire class. Apprentice Teachers should have opportunity to visit, observe, and work with other classes and teachers in their school and to participate in grade, subject, and staff conferences.

Meanwhile, they enroll in "Learning and Teaching" (early childhood education, primary and intermediate grades, junior high school, senior high school). The lectures, class sessions, and outside reading are intended to synthesize what the student has gained from his background in the behavioral sciences and subject matter in order to strengthen his understanding of the psychology and sociology of learning as bases for developing appropriate methods of teaching.

Although the course includes what is ordinarily discussed in courses entitled "Educational Psychology," "Principles of Education," and "Curriculum and Methods," the material studied is applied to the specific practices and problems which students encounter while serving as Apprentice Teachers in urban schools. Moreover, the instructors in this course work with the Apprentice Teachers in their assigned classrooms.

Those who demonstrate at the end of one term that they are ready to advance to Stage III do so. Those who are not ready to advance to Stage III at the end of two terms may be dropped from the program, or may be required to participate in Stage II for a third term.

State III: Apprentice teachers who have demonstrated that they are ready to serve as regular teachers, and who have received a provisional state certificate, are appointed by the school system to a full-time position and paid a full salary according to the regular salary schedules. They are designated as Beginning Teachers; this indicates the kind of assignment which will be appropriate. Such adjustments as a shorter teaching day, smaller classes, fewer classes, specially selected classes, or closer supervisory assistance may be necessary.

Ordinarily, teachers are in Stage III for two terms. During the second term, arrangements should be made for Beginning Teachers to observe and work with other classes and other schools. After two terms, Beginning Teachers who are not ready to advance to Stage IV may be dropped by the school system or may be required to participate in Stage III for a third term.

All Beginning Teachers enroll in "Classroom Problems of the Beginning Teacher." This course deals with problems encountered by Beginning Teachers in such areas as classroom management, curriculum and teaching, and discipline. The university instructor works with the individual Beginning Teacher on his own classroom problems and, in cooperation with the school personnel, offers such counsel and help as may be appropriate. Although as much attention as necessary is given to working with Beginning Teachers on their own classroom problems, the course emphasizes approaches to education and to curricular procedures other than those used at the schools to which Beginning Teachers have been assigned.

Stage IV: After having served successfully as an Apprentice Teacher and a Beginning Teacher, after having completed the co-requisite course, the teacher should be able to demonstrate that he can perform satisfactorily as a classroom teacher and can earn the salary commensurate with his experience and training, without additional support from the university. Those teachers who perform satisfactorily and meet the other requirements set by the school system should achieve tenure at the appropriate time set by the Board of Education regulations and state law.

When these teachers have a background of successful classroom experience, they are ready for a program of graduate studies which will further prepare them as career teachers, and which will lead to the permanent state certificate under the New York State Advisement Program. Thus, they may enroll in programs leading to the degree of Master of Science in Education (Teaching) or to a Graduate Diploma in Teaching. Those who meet the requirements for admission to the Graduate School of Arts and Sciences may enroll in a program of graduate studies in that school and at the same time meet the requirements for a permanent teaching certificate, if this program of graduate studies is approved for purposes of state certification by the dean of the School of Education.

Other graduate programs are available in the School of Education which lead to service in other careers in education such as special education or guidance and counseling.

CHILDREN AND YOUTH IN URBAN SCHOOLS

A Proposed Syllabus

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An AACTE Publication for the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, developed by Fordham University, New York City

Statement of Objectives

Three dimensions face the teacher in the city school: the child, the school, and the urban situation. The teacher will find it necessary to know all three, not only separately, but also together, in the dynamic and often complex relationships which develop among them. The large city is a complicated, rapidly changing center where people of many different ways of life come together; the school in the large city is affected by the complications and changes of the city's political and social life. Both create the environment in which a teacher must work to prepare a child to develop. "Children and Youth in Urban Schools" proposes to integrate the methods and theories of several behavioral sciences in order to give the teacher the background he will need for this task. It represents an interdisciplinary approach, through anthropology, sociology, and social psychology, to the complex problems of teaching and learning in the modern city. Each of these disciplines has a contribution to make to the urban teacher: a unique way of looking at the processes involved in urban education. If these viewpoints can be applied to the processes of teaching and learning, they can continually enrich the quality of education.

The overall contribution of these disciplines is a knowledge of the past which enables the teacher to have a unique insight into the meaning of the present. This is a knowledge of the past and present in terms of "culture," as the social scientists understand it. Today's problems are perceived as the result of man's effort to fulfill in a complicated society those basic human needs more simply met in an uncomplicated society. Man's effort to meet the problems of group living in traditional villages becomes the basis for an analysis of the way in which man faces the problems of group living in the highly organized city. The "culture of poverty" or "youth culture" or the "culture of one's peers" or "lower class culture" is seen as the result of man's effort to meet ever-present needs in the measure that he becomes aware of these in a modern, industrialized, commercial, urban way of life. In this way, the concept of culture comes to have great meaning for the student of modern society.

The anthropologist brings an analysis of the universal components of human behavior: heredity, environment, and the culture men have created. The focus is threefold: the biological unit, the natural environment in which the city exists, or the constructed environment of the part of the city wherein the group or the individual lives; the ways of life which express themselves there, and the subcultures of the city.

The sociologist brings an analysis of social structure: the way in which man's social relationships are organized; the manner in which the structure of society is related to the functions which must be fulfilled; the manner in which social change takes place. The social psychologist brings an analysis of the development of the individual personality in its creative response to the environment, the culture, and the social structure of the city.

What are the implications of this kind of knowledge for people in schools and social agencies?

1. It leads to an awareness of oneself as man; this, in turn, helps the teacher understand all others as men in the broadest and deepest meaning of human experience.
2. It leads to an awareness that the values, goals, and patterns of behavior of the dominant culture (middle class) are only one of many ways by which man fulfills himself.
3. It leads to an awareness that the subcultures of America offer alternative ways--perhaps richer and more satisfying--by which man fulfills himself.
4. It leads to a perception of the relationship between the dominant culture and its subcultures.

Thus, a teacher may be able to predict the experience of Puerto Ricans in New York when (a) he knows the dominant culture to which the Puerto Rican comes; (b) he knows the culture which the Puerto Rican brings with him; and (c) he knows the processes of change which occur when two such cultures meet.

NOTE: This course is designed to include students with varying depths of experience or study in the social or behavioral sciences. For convenience, Activities and Readings are listed immediately following the pertinent content. Readings are keyed:

F	Recommended for faculty
AS	Recommended for advanced (experienced) students
ALL	Recommended for faculty and all students

1. THE URBAN COMMUNITY

This part of the curriculum seeks to give the future teacher an understanding of the city as a way of life, a set of values, which people seek to realize. It is a physical environment, a group of people, and a complex of political, economic, and social institutions. The pupils encountered by most new teachers come from the urban community. Consequently, a knowledge of the urban community should enable the new teacher to cope with what might otherwise remain an imponderable situation.

1.1 The Cultural Component

The city must first be understood as a way of life or as a complex of many ways of life. Within it, men perceive the world in a particular way and create distinctive patterns of behavior. People of many different cultures come into contact and sometimes into conflict. A study of the cultures of the city prepares the teacher to perceive each child within the framework of the culture and value system from which that child derives. In this manner the teacher learns to see the world from the viewpoint of the child and to teach the child in terms of the things that make sense to the child.

1.1.1 Significance and Role of Culture

The primary concern of this section is to sensitize the future teacher to the significance of culture and its central role in human development, in communication, and education. Culture is the sum total of the ways of believing, thinking, feeling, and acting which constitute one's way of life--the way of life of the Japanese, for example, as different from that of the Mexicans; that of the middle class white as different from that of the Mexicans; that of the middle-class white as different from that of the Negro.

Initially, the student teacher must be made aware of his own culture. This is best done by skillful comparison of his values and way of life with those of other peoples. *Culture is learned. The variations in behavior are understandable in terms of learned patterns of social behavior, not in terms of differences in biological heredity*. If prejudices, discriminations, and insensitivity were inherited, a course such as this would be useless. Fortunately, since culture (values, goals, behaviors) is learned, people are capable of changing their patterns of belief and behavior.

Activities

1. Observe a short sequence of unfamiliar behavior. Write factual reports (without value judgments or explanations). Several student reports should be compared.
2. Report on one incident observed during the first visit to a classroom or a social agency. Compare the reports of at least three student observations of the incident for errors in perception or for evidence of cultural blindness.

3. Seek out people from other cultures who have come to the United States; interview them on their experiences with American culture. Similarly, interview Americans who have had experience with foreign cultures. (This latter requires perspective and caution, since there are varied reactions among Americans to foreign cultures.)

Readings

F,AS Arensberg, Conrad, and Niehoff, Arthur. Introducing Social Change: A Manual for Americans Overseas. Chicago: Aldine, 1967. Chapter 2, "The Concept of Culture."

F,AS Hall, Edward T. The Silent Language. Garden City, N.Y.: Doubleday, 1959. (PB R204)
Excellent description of nonverbal communication through culturally defined signs.

ALL Kluckholn, Clyde. Mirror for Man. New York: McGraw-Hill, 1949 (PB35071) Chapter 1, "The Concept of Culture."
Classic presentation of concept. Gives a clear, well-organized definition with vivid illustrations. Complete work recommended for further development.

AS Kroeber, Alfred L. Anthropology: Culture Patterns and Processes. New York: Harcourt, Brace & World, 1963. (Harbinger, H018)
More advanced reading on personality formation through the communication of culture.

AS Linton, Ralph. The Cultural Background of Personality. New York: Appleton-Century-Crofts, 1945.
An excellent description of the formation of personality through the communication of culture.

Films and Other Materials

1. Any of the great documentary films could be used conveniently here: Flaherty's Man of Aran, Nanook of the North, or the Japanese documentary by Shine, The Island, to cite but a few.
2. Other films which may be used to illustrate different cultures are: Black Orpheus (Orfeo Negro) (the Carnival in Rio); Roberto Cavaldon's Macario (the study of death in Mexican culture); or the Mexican quartet, Raices.
3. Edward Steichen's The Family of Man is a photographic panorama which can serve as a means for examining human experience from all parts of the world. The thematic approach of Dr. M. Opler might serve as an illustration of one scholarly approach to understanding universal problems of man. Shanker's Weekly, an Indian magazine published in New Delhi, has an annual children's art competition illustrating the drawings of children. This might be compared with the Japanese film, When Children Draw, for the similarities as well as the differences of children's drawings from one culture to another.

1.1.2 Cultural Similarities and Differences

Some basic cross-cultural study must be done to give the student a sense of the significance of other cultures to the people who belong to them, and to provide an understanding of the ways in which cultural institutions are integrated. Descriptive material illustrates the differences among cultures; analysis enables the student to understand why the differences exist. With developing insights, the universals--common denominators basic to all cultures--should emerge. The student should attempt to integrate what he learns now with the culturally-rooted differences he will be likely to encounter in the classroom.

Activities

1. Demonstrate that one can use ingenuity in coping with what might be encountered.
2. Demonstrate that even in a culture with different language, different outlooks, and different values--much sharper differences than those to be encountered by the teacher--it is possible to have good human relations and to make some real contributions.

Readings

AS Asch, Scholem. Social Psychology. New York: Prentice-Hall, 1952. Chapter 13, "The Fact of Culture and the Problem of Relativism."
Asch argues that surface differences among cultures mask underlying similarities.

ALL Hsu, Francis L. K. Americans and Chinese: Two Ways of Life. New York: H. Schuman, 1953.
Provides an excellent contrast of culture. Entire book recommended for faculty and advanced students; selections recommended for all students.

F,AS Shannon, William. The American Irish. New York: Macmillan, 1964. Chapters 1 and 2.
The cultural background of the Irish people. Like the Zbrowski book, a study of the old-world background of the culture.

AS Zbrowski, Mark, and Herzog, Elizabeth. Life is with People: The Culture of the Shtetl. Schockey, (PB S B-20)

A study of the old-world background of the Jewish family, contrasting the European and American Jews.

ALL Gillin, John. "The Middle Segments and Their Values." Social Change in Latin America Today. (Edited by Layman Bryson.) New York: Vintage Paperback, V196. Chapter 1.
An excellent description of the way in which the culture of Latin America differs from that of the United States.

ALL Simmons, Ozzie. "The Mutual Images and Expectations of Anglo-Americans and Mexican-Americans." Daedalus 90: 286-99; Spring 1961.

An excellent presentation of the different perceptions of life and each other of two cultural groups in the Southwest United States.

2. THE URBAN FAMILY

The heart of every culture is the family. The understanding of any culture, therefore, requires an understanding of the family. Likewise, the understanding of the pupil requires an understanding of the family, since this is the major agency of socialization of the pupils one must teach. Various subcultures encountered in the typical city will be examined in terms of the family of each.

2.1 The Middle-Class Family

The predominant values and way of life of the United States are called "middle class." To understand his own reactions to a child from a different subculture, the teacher must know explicitly the substance of his own values and their origins.

Readings

AS Arensberg, Conrad M., and Niehoff, Arthur H. Introducing Social Change: A Manual for Americans Overseas. Chicago: Aldine, 1967. Chapter 6.

AS Fayerweather, John. Management of International Operations. New York: McGraw-Hill, 1960. Chapter 2.
Similar to Arensberg and Niehoff.

F,AS Havighurst, Robert J., and Neugarten, Bernice L. Society and Education. Third edition. Boston: Allyn & Bacon, 1967. Chapter 1, "Social Structure in America"; Chapter 2, "Mobility in the Social Structure"; Chapter 4, "The Family."
Helpful summaries of basic aspects of American culture and society.

ALL Kluckhohn, Clyde. Mirror for Man. New York: McGraw-Hill, 1949. (PB 35071) Chapter 9, "An Anthropologist Looks at the United States."
Analysis of the basic cultural values of the predominant culture of the United States.

ALL Potter, David. People of Plenty: Economic Abundance and the American Character. Chicago: University of Chicago Press, 1958. (Phoenix Paperback, P-28)
The last chapter, "Abundance and the Formation of Character," is probably the finest analysis available on the influence of abundance on American family life and the cultural formation of the child.

ALL Whyte, William H., Jr. The Organization Man. New York: Simon & Schuster, 1956. (Anchor Paperback, A-117) Part 7, "The New Suburbia."
Portrays the cultural patterns of family life as they have developed in relation to the business and economic system of the United States. Excellent analysis of the institutionalization of values.

AS Williams, Robin, Jr. American Society: A Sociological Interpretation. New York: Knopf, 1961. Chapter 11.
A statement of the basic values of the United States as expressed particularly in the family. Presents, like Kluckhohn, an understanding of American culture.

2.2 The Puerto Rican Family

In New York City, the Puerto Ricans constitute one of the largest subcultures in the schools, thus necessitating considerable study. In other cities where the subcultures are different, the emphasis in the study of these subcultures could be varied.

Activities

1. Individually or in small groups, observe or experience some aspects of Puerto Rican life; perhaps a fiesta, a dance, a visit to a Puerto Rican home. These could be arranged by people who are close to the Puerto Rican community.
2. Make a systematic, analytical study of Puerto Rican music, not by just hearing it on the radio or on records, but by examining it carefully with the help of someone who understands music. What cultural features does it reflect? How is it influencing New York?
3. Make a systematic study of the Spanish language press. What things does it emphasize? What goes into the social columns? How do they handle news unfavorable to Spanish-speaking or Puerto Rican people?
4. In a situation where Puerto Ricans gather, observe carefully the relationship of mothers to children; of children to the observer himself.
5. Attend a local community corporation meeting to observe the behavior of Puerto Ricans, Negroes, Irish, Italian, or Jews (whoever may be participating). Try to note the contrasting styles of participation.
6. Invite a member of the Puerto Rican community to speak. The speaker should be able to familiarize the teacher with some needs of the community. Some of the following questions might be asked him:
   What would you recommend to the teacher who must deal with a child who cannot speak English?
   What do teachers seem to misunderstand most about Puerto Rican children?
   What is the best way to deal with a pupil who misbehaves?
   When we meet a Puerto Rican for the first time, how can we best show our desire to be friendly?
   Are there any hints about dealing with a Puerto Rican parent who is called into the school?
   How do Puerto Ricans differ in Puerto Rico and New York?
   If possible, ask about concrete problems and how they were solved.

Readings

ALL Glazer, Nathan, and Moynihan, Daniel P. *Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians and Irish of New York*. Cambridge: MIT Press, 1965. (PB MIT-13)
One of the best recent studies of the response of the Puerto Ricans to the experience of migration. Gives a number of important perspectives on the adjustments of Puerto Ricans to life in New York.

F,AS Landy, David. *Tropical Childhood: Cultural Transmission and Learning in a Puerto Rican Village*. New York: Harper & Row, 1965. (PB TB/1235)
An excellent anthropological study of childhood and the learning process in a small town in Puerto Rico.

AS Lewis, Oscar. *La Vida: A Puerto Rican Family in the Culture of Poverty, San Juan and New York*. New York: Random House, 1966.
Must be read in perspective, but provides excellent insights into one type of Puerto Rican family in the culture of poverty.

ALL Steward, Julian. *People of Puerto Rico*. Urbana: University of Illinois Press, 1956.
By far the finest anthropological study of the Island. Selections recommended particularly in reference to family life. Portrays four different areas of the Island, indicating the wide cultural differences of the people; presents the family life of the top 400 families on the Island.

ALL Fitzpatric, Joseph. "Attitudes of Puerto Ricans toward Color." *American Catholic Sociological Review* 20: 219-33; Fall 1959.

ALL Glazer, Nathan, and Moynihan, Daniel P. "The Adjustment of Puerto Ricans to New York City." *Journal of Intergroup Relations*: 1:43-51; Winter 1959.

__________. "The Integration of Puerto Ricans." *Thought* 30: 402-20; Autumn 1955.
Discusses the adjustment of Puerto Ricans to New York City; some basic problems of adjustment; a theory of the process of assimilation as Puerto Ricans experience it; an examination of their possible influence on the interracial situation of the mainland.

ALL Stycos, J. Myons. "The Prospects of Birth Control in Puerto Rico." *Annals of the American Academy of Political and Social Sciences* 258: 137-45; January 1953. See also Stycos' book, *Family and Fertility in Puerto Rico*. New York: Columbia University Press, 1955.
Provides excellent insights into many aspects of family relationships, particularly husband-wife.

2.3 The Negro Family

Negroes probably represent the minority group longest in New York City. Despite the length of their experience in the United States, the nature of that experience leaves them with certain specific cultural characteristics. Frequently, newspaper reports about friction between school and community or stories of low morale among teachers identify Negro areas. An understanding of the Negro subculture can help resolve the difficulties--both real and imaginary--that a teacher might encounter, thereby increasing not only his morale, but also his effectiveness.

Activities

1. Invite a member of the Negro community to speak. Some of the following questions might be asked him:
   What do teachers seem to misunderstand most about Negro children?
   What annoys Negroes most about teachers?
   Can you suggest ways of dealing with a child who is misbehaving?
   How should the question of race relations be discussed with pupils?
   What mistakes do teachers make when they must talk with Negro parents? What alternatives are there?

Readings

AS Clark, Kenneth. Dark Ghetto. New York: Harper & Row, 1965.
A study of youth in Harlem. An important work for a perspective of the situation in New York City.

AS Frazier, E. Franklin. Black Bourgeoisie: The Rise of a New Middle Class in the United States. Glencoe, Ill.: Free Press, 1957. (Collier PB 09560)
A study of the Negroes who have moved into the middle class. Very good for an insight into the cultural shifts involved in upward mobility.

ALL __________. The Negro Family in the United States. Chicago: University of Chicago Press, 1966. (Phoenix Paperback P-205)
One of the classic works on the Negro family and Negro culture. Selections from it essential for all; the entire work recommended for study by faculty and advanced students.

AS Silberman, Charles E. Crisis in Black and White. New York: Random House, 1964. (Vintage Paperback, V-279)
An excellent analysis of the background of Negro-white relationships and their effect upon the Negro. Very good for an insight into the psychological reaction of Negroes.

2.4 The Lower-Class Family: A Variety of Subcultures

Some characteristics, such as low I.Q., have been identified as common among the various lower-class subcultures in the United

States. Nevertheless, these subcultures respond to the challenge of poverty in different ways. Some strive to advance; others are caught in what Oscar Lewis calls the "culture of poverty." It is important for the teacher to be aware that poverty does not preclude the possibility of strong differences among the poor which he may encounter throughout his teaching career.

Readings

ALL Herbert, J. The Urban Villagers. New York: Free Press, 1963. (PB91112)

An excellent study of the interests of the working class and the poor. Gives a good perspective of their values and the way they seek to protect them. Chapters 3,4,10, and 11 especially recommended.

ALL Keller, S. "The Social World of the Urban-Slum Child: Some Early Findings." American Journal of Orthopsychiatry 33: 823-831; October 1963.

Provides information on teacher evaluation, i.e.; how the child in school is affected by it.

3. THE INSTITUTIONAL STRUCTURE OF THE CITY

Every society has its values; it develops institutions by which these values are given expression, protected, enforced, or adjusted to changing conditions. Central to an understanding of the institutional structure of urban life is an understanding of the use of power by a society in order to protect, perpetuate, and change values or their expression. Central also to this section of the curriculum is an understanding of both the conflicts of interest in American urban society and of those institutions which have been created for the accommodation of conflicting interests. Within this swirling tempest is the school.

Activities

Various simple activities could be used to give any student a familiarity with the city. Care should be taken to make sure the student is not just sight-seeing, but seeking to know and understand how a particular urban structure is organized (the Stock Exchange, an office of the Department of Welfare, a hospital). The objective should always be to give the student an insight into the relationship of institutions to each other and the impact of institutions on the life of the city, particularly the relationship of the institution to the school or to the learning experience of a child.

1. Among various activities, include the following speakers:
   The leader of a Longshoremen's Local Union who will explain the working of the piers;
   A taxi driver who will explain the city;
   People in administrative positions, invited to explain their responsibilities (e.g., the Housing Authority);
   Local, grass roots political leaders, invited to speak on the city as they understand it.

Readings

ALL Editors of Fortune. The Exploding Metropolis. Garden City, New York: Doubleday, 1958. (Anchor Paperback A-146)

Useful for general background reading. Presents such central problems as anonymity, housing, segregation according to income, etc.

3.1 The City and Its People

A demographic analysis of the city indicates in particular the kinds of rapid changes which are taking place. The character of the school is also changing. Teachers accustomed to teaching one type of pupil suddenly encounter new faces and strange dialects. Houses are torn down, parks are constructed, and old familiar communities are gone. How does all this affect the teacher, his pupil, and the school?

Readings

AS Handlin, Oscar. The Newcomers: Negroes and Puerto Ricans in a Changing Metropolis. Garden City, New York: Doubleday, 1962. (Anchor Paperback A-283)

A background book for professor and advanced students. Presentation of the contemporary situation in Chapters 3 and 6.

3.2 Social Institutions

A study of the major social and political institutions of the city reveals what constitutes a modern city and how it is organized. Social institutions should be understood as the expressions of the values of the people of the city, as well as instruments by which they promote the general welfare and pursue their own interests as citizens. The school obviously represents a major social institution. Particular attention will be given to the process by which conflicting interests are reconciled or accommodated; e.g., public versus parochial schools; management versus labor.

Readings

ALL Bernard, Jessie. American Community Behavior. Revised edition. New York: Holt, Rinehart & Winston, 1962.

A good, basic text on the organization of the urban community and the patterns of social relationships within it. Entire book important for an understanding of the role of conflict and competition in a city and methods for accommodating them. Parts II, III, and VI especially recommended.

ALL Gans, Herbert. The Urban Villagers. New York: Free Press, 1963. (PB 91112)

Very helpful for an understanding of urban processes as they are planned by one class but seriously affect another class.

AS Gist, Noel, and Fava, Sylvia. Urban Society. Fifth edition. New York: Crowell, 1964.

Part 3, "The Organization of Urban Life," is helpful for a study of the organization of the modern city and the interrelationship of institutions. Chapters 5,9, and 12 especially recommended.

3.3 Urban Politics

Political institutions are the formally organized instruments of political participation and social control. They reflect the power relationships of a society. It is necessary for the future teacher to understand political power and political action in relation to interest groups. He needs to study, for example, the efforts of various groups as they try to maintain or gain control of the school. What happens to an urban teacher when he discovers that workers of the community now have a voice in dictating policy? How does one cope with a problem when one perceives outside interests are making educational decisions? To understand the political involvement of the school, the teacher must know something of the political activity of the community.

Readings

ALL Dahl, Robert. Who Governs? Democracy and Power in an American City. New Haven, Conn.: Yale University Press, 1961. (Yale Paperback, Y-73)

A standard book on urban politics, with which every professor should be familiar. Selected readings recommended for students.

F Glazer, Nathan, and Moynihan, Daniel. Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York. Cambridge, MIT Press, 1965. (PB MIT-13)
An analysis, in the last chapter, of the new crystallization of interest around religion and race rather than around national origin. Indicates the need for political accommodation to replace the process of cultural assimilation.

3.4 Interests of the Poor

This section deals particularly with the conflict of interest between the poor and the affluent or middle class in large American cities. It examines the nature of poverty as it is defined at the present time and the various methods which are promoted for its elimination. At this point, particular attention must be directed to the organization of the poor and the significance of the civil rights movement, public protests, and demonstrations. Some groups representing the poverty-stricken argue that the school is too"middle-class" and that the culture and history of the less affluent should be adequately represented.

Activities

1. The daily papers frequently report attempts by lower class groups to gain some measure of control in the school situation. Invite a speaker from such a group; he will be informative, providing insight into the future of school administration. Some of the following questions might be asked him:
How would teacher selection be affected if your views were adopted?
Whom do you blame for the current difficulties?
What plans does your group have for attaining your goals?

Readings

F Coser, Lewis A. The Functions of Social Conflict. New York: Free Press, 1964. (Free Press Paperback 90681)
A standard work on the role of conflict in a democratic society.

F Etzioni, Amitai. Complex Organization. New York: Holt, Rinehart & Winston, 1961.
The main concepts of a bureaucracy and its reflection in the school system. Selected readings recommended for students.

ALL Merton, Robert K., and others, editors. Reader in Bureaucracy. Glencoe, Ill.: Free Press, 1952. (Free Press Paperback 92107)
Selected readings recommended.

AS Silberman, Charles E. Crisis in Black and White. New York: Random House, 1964. (Vintage Paperback, V-279)
Chapter 3, "Beer Can in the Cotton Patch," the difficulties a Negro has on encountering the dominant culture in a new neighborhood; Chapter 7, "Power, Personality, and Protest," a brief analysis of Negro personalities and the roles they have played in the Negro protest movement. Well illustrated.

ALL Cloward, Richard, and Piven, Frances. "The Case against Urban Desegregation." Social Work January 1967.
Controversial but essential reading by one of the outstanding commentators on the problems of the poor and their need for organization.

ALL Coser, Lewis A. "The Sociology of Poverty." Social Problems 13: 140-149; April 1965.
Most important for an understanding of poverty in America.

ALL Gittell, Marylin. "Decentralizing New York's Schools." The Urban Review 2:4: February 1967.
A followup on the succeeding article. Discussion of the political aspects of public school decisions.

ALL __________. "Decision-Making in the Schools: New York City, A Case Study." Proceedings of the New York State Political Science Association, Annual Meeting, March 1966.
An analysis of the structure of decision-making in the school system. Provides an understanding of the conflicting interests and forces at work; the school as an institution at the center of strong and conflicting forces.

F Wilson, James Q. "The Strategy of Protest: Problems of Negro Civic Action." Journal of Conflict Resolution September, 1961.

3.5 The School as a Social Institution

This section provides an examination of the school as a central institution for the communication of dominant values. There should be a growing perception of the school, not as an isolated educational system, but as an institution dynamically related to the whole range of urban issues. The future teacher should learn to understand the school as a social system in itself, and as a major institution in the total framework of urban institutions.

Activities

1. Begin observation in areas other than classroom. The questions which follow might provide later discussion.
   In the recreation area:
   Is play individual, small group, or entire group?
   Is there segregation by race, sex?
   How involved is the teacher in the children's play?

Is the play teacher-determined or pupil-determined?
How does the teacher handle fights, disputes, and accidents?

In the lunchroom area:
How much control is exerted by the teacher?
Is the room quiet? noisy? unruly?
What attitudes or behaviors by the kitchen staff are noted?
What is the involvement of the teacher?
How does the teacher cope with fights, disputes, and accidents?
What seating plan is utilized? age? class? friends? race?

In the assistant principal or guidance counselor's office:
What reasons are given for child referral?
How are disputes or disciplinary problems handled?
Are there feelings of constraint by the worker because of the presence of the student-observer?
What is, apparently, the mood of the child in the office?
What attitudes toward teachers are expressed or otherwise communicated by the assistant principal or guidance counselor?
What were the personal feelings?

Readings

F,AS Etzioni, Amitai. Complex Organization. New York: Holt, Rinehart & Winston, 1961. Pp. 243-52.

ALL Gittell, Marylin. Participants and Participation: A Study of School Policy in New York City. New York: The Center for Urban Education, 1967.

An extensive study of the problem of decision-making in the public schools. Excellent study of the nature of the school system in its relationship to political questions.

ALL Havighurst, Robert J., and Neugarten, Bernice L. Society and Education. Boston: Allyn & Bacon, 1962.

Chapter 8, "The School as a Social System," and Chapter 9, "The School in the Community," especially recommended.

F,AS Merton, Robert K., and others, editors. Reader in Bureaucracy. Glencoe, Ill.: Free Press, 1952. (Free Press Paperback 92107) Part 3, "Bureaucracy and Power Relations"; Part 6, "The Bureaucrat."

Particularly helpful for a general understanding of bureaucratic structures. Enables the teacher to understand certain general problems of organization which affect the school.

F,AS Bidwell, Charles E. "The School as a Formal Organization." Handbook of Organization. (Edited by James E. March.) Chicago: Rand McNally, 1965. Chapter 23.

A position paper on the present state of theory and research in the school as an organized system. Excellent bibliography on all aspects of the question.

ALL Gittell, Marylin. "Decision-Making in the Schools: New York City, A Case Study." Proceedings of the New York State Political Science Association, Annual Meeting, March 1966.

3.6 Problems of Race and Social Class in the Urban School

The two major problems in Northern cities are (a) the slow pace of desegregation (unless this accelerates, there will be no real desegregation before the middle of the next century); and (b) the forces acting against desegregation in the city. What happens when a city adopts "bussing" or "pairing"? What are the prospects for a teacher who decides to escape into the comparative luxury of a suburban school?

Readings

ALL Abrams, Charles. "The Housing Problem and the Negro." Daedalus 95: 64-76; Winter 1966.

ALL Dentler, Robert A. "Barriers to Northern School Desegregation." Daedalus 95: 45-63; Winter 1966.

ALL Edwards, G. Franklin. "Community and Class Realities: The Ordeal of Change." Daedalus 95: 1-23; Winter 1966.

ALL Fischer, John H. "Race and Reconciliation: The Role of the School." Daedalus 95: 24-44; Winter 1966.
A study of the school as it becomes the center of complex social and political pressures around the problem of integration.

3.6.1 Barriers to Integration

3.6.1.1 Factors in the School

Traditionally, public schools with a preponderance of students from minority groups tend to have poorer facilities, less qualified teachers, and inferior programs of instruction as compared with majority segregated schools in the large cities. This confirms the Negro's belief in his own inferiority. It also confirms ignorance, fear, and prejudice in the majority group. Two-thirds of such educationally-deprived schools are in the ten largest cities where population density is growing and ghetto lines are growing less flexible.

Activities

1. Examine newspapers to determine what specific programs are under way to alleviate this condition. Think in terms of the program in which you are now engaged.

2. Invite a representative from the Board of Education to discuss attempts at equalizing education. Some of the following questions might be asked him:
   How much segregation exists?
   Is there information on class sizes in lower class neighborhoods?
   What are the reactions of the community to attempts at desegregation; in particular, the bussing of pupils?

3.6.1.2 Factors Opposing Desegregation

The forces acting against desegregation in the North are such that every teacher ought to be aware of the sources, facts, and techniques of attack. No single area of desegregation activity needs to be understood more than the pseudo-scientific attack upon the school and community. Among major concerns in this course should be to understand and to handle the propaganda now being mailed to white teachers in suburban areas of New York; to make personal commitments based on sound scientific data; and to comprehend further aspects of desegregation in the big city.

Readings

ALL Garrett, Henry E. How Classroom Desegregation Will Work. Richmond, Virginia: Patrick Henry Press, 1965.
An argument for segregation of the races.

ALL Putnam, Carleton. Race and Reason: A Yankee View. Washington: Public Affairs Press, 1961.
Claims, like Garrett's pamphlet, to present scientific arguments against desegregation. A reading of both recommended to increase awareness of this type of propaganda.

3.6.2 Race, Language, and Culture

A basic understanding of these concepts is necessary to help teachers clarify the meaning of race and the relationship between race, language, and culture.

Readings

F Davis, Allison. Social Class Influence Upon Learning. Cambridge, Mass.: Harvard University Press, 1948.

F Mead, Margaret, and Macgregor, F.C. Growth and Culture. New York: C. P. Putnam, 1951.

3.6.2.1 Intelligence Tests

"Culturally fair" tests and activities need to be studied in relation to intelligence tests currently used in the schools.

3.6.2.2 Questions Children Ask about Race

Regardless of where the new teacher teaches, he is bound to encounter the issue of racial differences. How can he best prepare himself for such questions? What factual knowledge is available or still needed about the issue of race and disease, about race and crime?

Readings

ALL Alpenfels, Ethel J. Sense and Nonsense About Race. New York: Friendship Press, 1966. (PB)

F Fuchs, E. Pickets at the Gates. New York: The Free Press, 1966. Conclusion.

4. THE CHILD

The child is the material with which the teacher works. As a good craftsman, therefore, the teacher should know something about the material. While this introduction will not turn a teacher into an expert, it should present some general principles which will enable him to benefit from later readings and experiences.

4.1 Principles of Child Development

The habits and sequence of development established early in the life of an individual influence all of his subsequent learnings. An understanding of all aspects of development--physical, intellectual, emotional, and social--is a necessary part of the professional task of the teacher in meeting children and youth, both as individuals and as members of groups.

Readings

F Thompson, G. Child Psychology. Boston: Houghton-Mifflin, 1962. Chapter 1, "Theories in Child Psychology."
Presents orientations to various approaches to child study.

4.1.1 Physiological and Motor Development

Childhood is characterized by physical growth and the emergence of certain behaviors. Are there moments in his growth when the child can be expected to benefit best from training? Are there skills which can be taught early?

Readings

AS McCandless, Boyd. Children and Adolescents: Behavior and Development. New York: Holt, Rinehart & Winston, 1961. Chapter 9, "Physical Growth and Motor Development."
Of particular relevance should be the section on physical factors and personality.

AS Thompson, G. Child Psychology. Boston: Houghton-Mifflin, 1962. Chapter 4, "The Emergence and Integration of Motor Responses."

4.1.2 Intellectual Development

This is the issue many teachers find most critical. The ability to learn increases rapidly, then levels off. What specific issues should be brought to the attention of the teacher? How accurate are I.Q. tests?

Readings

ALL McCandless, Boyd. Children and Adolescents: Behavior and Development. New York: Holt, Rinehart & Winston, 1961. Chapter 7 and Chapter 8.

F Thompson, G. Child Psychology. Boston: Houghton-Mifflin, 1962. Chapter 9, Chapter 10 and Chapter 11.

ALL Roberts, S.; Dickerson, N.; and Horton, C. "Performance of Negro-American Children, Ages 8-10, in the S & D by Selected Background Factors." Paper delivered at the 1966 Annual Meeting, American Psychological Association, 1200 17th Street, N.W., Washington, D.C.

A short well-written paper demonstrating the wide findings of Negro-white differences, augmented by recommendations.

4.1.3 The Development of the Self

It has become almost a cliche to say that when the child is born, he has no conception of himself as an entity apart from the world. What experiences contribute to the development of his ego? How does the self-image relate to school behavior?

Readings

ALL McCandless, Boyd. Children and Adolescents: Behavior and Development. New York: Holt, Rinehart & Winston, 1961.

Adequate, but not too critical.

F,AS Secord, P., and Bachman, Carl W. Problems in Social Psychology. New York: McGraw-Hill, 1966. Chapter 2, "Person Perception."

Relevance to stereotyping is discussed.

F,AS Silberman, Charles E. Crisis in Black and White. New York: Random House, 1964. (Vintage Paperback, V-279) Chapter 4, "The Problem of Identification."

An overly long, yet interesting essay on Negro identification.

4.1.4 Socialization

Socialization is the process whereby the child is introduced into a culture. By interaction with others, by processes of formal and informal education, he learns to identify the roles he is to play as a member of his society--as boy, son, pupil, teen-ager, gang member, employee, citizen. He is schooled in playing them. Socialization, a continuing process, is most radical in the early years, but it continues throughout the life experience of the individual.

Readings

ALL McCandless, Boyd. Children and Adolescents: Behavior and Development. New York: Holt, Rinehart & Winston, 1961. Chapter 10, "Socialization, Sex-Typing and Identification."

ALL Thompson, G. Child Psychology. Boston: Houghton-Mifflin, 1962. Chapter 12 and Chapter 13.

F Benedict, Ruth. "Continuities and Discontinuities in Cultural Conditioning." Psychiatry 1: 161-67; 1938 .

Presents the thesis that it is important to recognize that each culture, in selecting certain values for achievement, commits itself to certain sacrifices, tensions, or strains; that a social cost must be paid for the achievement of any value.

ALL Bensman, Joseph, and Rosenberg, Bernard. "Socialization: Fitting Man to his Society" in Mass, Class and Bureaucracy: The Evolution of Contemporary Society. Englewood Cliffs, N.J.: Prentice-Hall, 1963.
A simple, clear presentation of the steps involved in the process of preparing a child to learn the roles he will play in life.

F Davis, Kingsley. "Final Note on a Case of Extreme Isolation." Reprinted in Sociological Analysis. (Edited by L. Wilson and W. Kolb), 1949.
One of the classic pieces used to describe the failure of socialization.

F Marquand, John P. "Portrait of a Striver," from Point of No Return. New York: Bantam Books, 1961. (N3458)
A vivid portrayal of the dependence of a subordinate upon approval and acceptance of a superior in order to advance in business. Indicates also the relationship between values (desire for advancement) and the acceptance of a way of life that will make one acceptable to his superiors.

4.1.5 Special Problems of the Urban Child

Many student teachers find themselves teaching in urban schools upon graduation. Therefore, the focus of their training should be upon the urban child in general and upon the lower-class child in particular. The Puerto Rican child is living in one culture in the home while he is learning a different culture in the school. The Negro child is trying to make his way in a white world.

4.1.5.1 The Emotional and Intellectual Milieu of the Home

Evidence is beginning to accumulate which demonstrates how closely the home environment is tied to school adjustment. What specific aspects of the home can be identified to provide insight into why certain children fail while others succeed?

Activities

1. Do a case study of an underprivileged child at home, using the variety of case study guides available.

Readings

ALL McCandless, Boyd. Children and Adolescents: Behavior and Development. New York: Holt, Rinehart & Winston, 1961. Chapter 3, "Child Rearing Practices."
Focuses on the typical child. Provides a context for evaluating the environment of the lower-class child, while providing standard information.

AS Thompson, G. Child Psychology. Boston: Houghton-Mifflin, 1962. Chapter 15, "Parental and Home Influences on Child-Behavior and Development."

A good, though dated, summary.

F Beiser, M. "Poverty, Social Disintegration, and Personality." Journal of Social Issues: 21: 56-8; 1965.

A comprehensive discussion of the emergence of personality, skills, etc., among the poor. Not recommended for students because of jargon.

ALL Brody, G. "Observed Mother-Child Interaction: Socio-Economic Differences in Child Behavior." Paper delivered at the 1965 Annual Meeting, American Psychological Association, 1200 17th Street, N.W., Washington, D.C.

Better than other similar papers in that it goes beyond questionnaires and provides good examples of observation.

AS Empey, L. "Social Class and Occupational Aspiration: A Comparison of Absolute and Relative Measurement." American Sociological Review 21: 703-709; December 1956.

Presents the conclusion that while lower-class children have a lower aspiration level than middle-class children, when parents are used as a baseline the degree of improvement is equal. Necessary for the teachers to know this when trying to understand their students' interests.

F Schmuck, R., and Lusky, N. "A Comparison of Negro and White Students in Several Small Midwest Communities." Paper delivered at the 1966 Annual Meeting, American Psychological Association, 1200 17th Street, N.W., Washington, D.C.

Study provides good suggestions for improving peer relations and adjustments for Negroes. Too technical for students.

F Shepman, V., and Hess, R. "Children's Conceptual Styles as a Function of Social Status and Maternal Conceptual Styles." Paper delivered at the 1965 Annual Meeting, American Psychological Association, 1200 17th Street, N.W., Washington, D.C.

Describes impoverishment in the lower-class home and shows how it affects cognitive development. Much of it is highly technical; can be used to direct students toward specific areas of difficulties not ordinarily found in the standard text.

AS White, M. "Social Class, Child-Rearing Practices, and Child Behavior." American Sociological Review 22: 704-712; December 1957.

4.1.5.2 The Role of Rewards and Control

The teacher cannot make broad generalizations about how he may best use incentives to direct the behavior of children. Beyond the critical issue of individual differences, some social class differences in the meting out of rewards have been reported. How may the teacher best use this information?

Readings

AS Bandura, A., and Walters, R. Social Learning and Personality Development. New York: Holt, Rinehart, & Winston, 1963. Chapter 4, "The Development of Self-Control."
Discusses the control of behavior in children; contains psychologically sound propositions, well-supported with data, with recommended usages for practical living. Technical, yet valuable to students if studied with the instructor.

F Klugman, S. "The Effect of Money Incentive Versus Praise upon the Reliability and Obtained Scores of the Revised Stanford-Binet Test." Journal of General Psychology 30: 255-67; 1955.
Suggests that concrete rewards work more effectively as incentive among lower-class children than among middle-class children.

F Mischel, W. "Preference for Delayed Reinforcement and Social Responsibility." Journal of Abnormal and Social Psychology 62: 1-7; 1961.
Maintains that children of an impoverished background prefer immediate rewards, even though smaller, to delayed rewards.

F Terrell, G., Jr.; Durkin, K.; and Wiesley, M. "Social Class and the Nature of the Incentive in Discrimination Learning." Journal of Abnormal and Social Psychology 59: 270-277; 1959.
Discussion of value of maternal rewards in learning.

4.2 The Peer Group

As the child grows toward adolescence, the influence of the home decreases and the influence of the peer group increases. He begins to be socialized into the culture of the children with whom he plays, goes to school, associates. Reference groups--the persons whom he seeks to imitate, against whom he measures himself, and by whom he identifies himself--become more important. "Youth culture" is a significant phenomenon in every rapidly changing culture. An ability to understand it is essential to the teacher.

Readings

ALL Gans, Herbert. The Urban Villagers. New York: Free Press, 1962. (Free Press Paperback 91112) Chapter 4 and Chapter 10.

Gives an insight similar to Whyte's into the powerful influence of the peer group.

ALL Parsons, Talcott. Essays in Sociological Theory, Pure and Applied. Glencoe, Ill.: Free Press, 1954. (Free Press Paperback 92403) Chapter 5, "Age and Sex in the Social Structure of the United States."
Study of the development of "Youth culture" in American society.

ALL Whyte, William F. Street Corner Society: The Social Structure of an Italian Slum. Chicago: University of Chicago Press. (PB)
Enables the student to understand the powerful influence of the peer group. Selections recommended.

5. THE ROLE OF THE SCHOOL AND OTHER AGENCIES IN SOCIAL AND CULTURAL CHANGE

In this section the focus is upon those institutions with which the teacher and the child must concern themselves. As his understanding of the school and other agencies becomes clearer, the teacher should adapt to the present-day realities of teaching in an urban school.

5.1 The Role of the School

Next to the family, the school is the major institution for the transmission of the cultural values of a society. In the large city where newcomers from many ways of life have gathered, the school is the critical point at which the culture of the newcomer meets the culture of the American city. The role of the school in the process of cultural transition must be clearly understood. In recent years it has become the point at which conflicting interests and conflicting values meet--Negro and white, affluent and poor, middle class and lower class. The role of the school in accommodating these conflicting interests must be examined.

5.1.1 The School as the Point of Cultural Contact

Cultural contact has been the result of various occurences: invasion, conquest, colonization, and the like. In the American city it results from peaceful migration from one part of the nation to another, or from a foreign nation to the United States. With compulsory education, the migrant and immigrant children cannot escape the influence of the school; it is the inevitable point of contact. The teacher understands the situation clearly only when he perceives this contact of culture taking place.

Readings

AS Simpson, G.E., and Yinger, J. Milton. Racial and Cultural Minorities: An Analysis of Prejudice and Discrimination. New York: Harper, 1965.

Chapter 1 presents a description of various types of majority-minority situations. Good elementary reading on types of contact and resulting patterns of relationships.

5.1.2 The School as a Point of Culture Conflict

Contact leads to conflicts of culture and conflicts of interest. When values come into conflict (monogamy versus polygamy, regularized marriage versus free unions), the receiving society must decide whether or not it will tolerate the conflicting value. Conflicts of value take place on different levels. There are conflicts of value: integration versus segregation in the United States; conflicts of manners: greeting by kiss or embrace rather than handshake; semantic conflicts: different meanings for the same words, i.e., "the man." Definitions of order versus disorder, respect versus disrespect, effort versus laziness--all are involved in the need to define values and to determine what is permissible, desirable, and compulsory.

5.1.3 The Role of the School in the Accommodation of Cultural Differences

Societies have resolved cultural differences in a variety of ways: by segregating (the ghetto); by imposition of one culture on another; by allowing both cultures to coexist in a form of cultural pluralism; by assimilation. Historically, the newcomers have tended to become assimilated into the dominant culture of the United States. The school has been a central agency in this process. An understanding of the process helps the teacher to appreciate the experience that the child of a different culture faces in the school.

Readings

ALL Glazer, Nathan, and Moynihan, Daniel P. Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians and Irish of New York. Cambridge: MIT Press, 1965. (Paperback, MIT-13)

First and last chapters essential.

ALL Gordon, Milton. "Assimilation in America: Theory and Reality." Daedalus 90: 263-285; Spring 1961.

Recent, highly-respected work. Last chapter particularly important; policy for action in the presence of racial and cultural differences in the United States.

5.1.4 Techniques of Change

While these are imitation and education predominantly, others are possible: negotiation, arbitration, legal sanction, force. In an educational process, respect for the culture of the newcomers and the opening-up of opportunities for participation in the culture are important features.

Readings

F Parsons, Talcott. "The School Class as a Social System: Some of Its Functions in American Society." Harvard Educational Review 29: 297-318; Fall 1959.

A difficult but helpful article. An analysis of the school not only as a socializing institution, but as an institution for selection and sifting out of population.

F Wilson, Bryan. "The Teacher's Role." British Journal of Sociology 13: 15-32; 1962.

A good analysis of the increasing conflicts in which the teacher is becoming involved in the development of modern society.

5.2 The Role of the Social Agencies

As the school addresses itself to the problem of the urban child, other social agencies seek to provide a range of services in other aspects of the child's life. It is important for the future teacher to understand the role of the school in relation to other social agencies: health, welfare, Youth Board, police, etc.

Activities

1. Visit the Responsible-Environment Center (2560 Linden Boulevard, Queens), for a demonstration of the "Talking Typewriter."
2. Invite representatives from the various social agencies to be visited. The speaker can suggest directed observations and indicate implications for the schools.
3. Visit one of the many nurseries for three-to five-year-old children currently supervised by the Department of Welfare. These are designed to provide the stimulation thought to be critical for intellectual development in those homes wherein it is now lacking.
4. Visit a project attempting to re-educate school drop-outs (HARYOU, JOIN, etc.). Use the following questions as basis for observation:
   - What aspects are particularly relevant to the school?
     - Parental indifference or hostility toward school? toward children?
     - Truancy?
     - Referrals by schools?
     - Techniques designed to provide compensatory education?
   - How are cultural differences overcome?
   - What are the characteristics of the client-worker interaction?
     - Who talks most?
     - Is the relationship pleasant?
   - Are there attempts to have workers who reflect the ethnic make-up of the community?

Readings

ALL Gans, Herbert. The Urban Villagers. New York: Free Press, 1962. (Free Press Paperback 91112) Chapter 6, "The Caretakers."

AS Ginsberg, S. "The Impact of the Social Worker's Cultural Structure of Social Therapy." Social Casework 32: 319-25; 1951.
A dated, though perceptive, analysis of a middle-class worker's problems in providing aid to the poor.

ALL Silberman, Charles E. Crisis in Black and White. New York: Random House, 1964. (Vintage Paperback, V-279)
Chapter 10 gives a look at the Negro reaction to public assistance.

5.2.1 Enrichment Programs

Attempts are being made to provide the pupil with what he misses at home or at school. What are the assumptions, goals, and successes? How effective are these efforts either in preparing the young child for school, or making up for deficiencies in the older child?

Readings

F Ausubel, D.P. "How Reversible are the Cognitive and Motivational Effects of Cultural Deprivation?" Paper read at Buffalo, New York, March 28-30, 1963.

F Hunt, J. McV. "The Psychological Basis for Using Pre-School Enrichment as an Antidote for Cultural Deprivation." _Merrill-Palmer Quarterly_ 10: 209-45; 1964.

6. THE TEACHER IN THE URBAN SCHOOL

The teacher finds himself in the context of a highly complicated bureaucracy while at the same time he faces the needs of the individual urban child. He must learn to understand the complexity of the school as a social system and he must seek to mediate social and cultural change for the child or for the institution in a way most helpful to both.

Readings

ALL McCandless, Boyd. Children and Adolescents: Behavior and Development. New York: Holt, Rinehart & Winston, 1961. Chapter 17, "The Middle-Class Teacher and the 'Every-Class' Child. A Statement of Principles."

ALL Thompson, G. Child Psychology. Boston: Houghton-Mifflin, 1962. The effects of school life on children's psychological growth and behavior. Pages 663-72 especially recommended.

6.1 The Teacher's Perception of the Pupil

In a variety of context and situations, the teacher is called upon to make certain evaluations of pupils, e.g., on the Cumulative Record Card. Theoretically, these evaluations should be objective and reflect accurately something about the child. Actually, there are questions to be raised. Does race or sex affect a teacher's rating beyond that which the child deserves? Are there stereotypes and conceptions which predispose the teacher to view the pupil with concern?

Readings

F Rotter, G."Effects of Class and Racial Bias on Teacher Evaluation of Pupils." U.S. Department of Health, Education, and Welfare, U.S. Office of Education, Cooperative Research Project No. 5-8013-2-12-1. (Summary)
Summary of an experiment which suggests that, contrary to other reports, teachers evaluate white and Negro, low and middle-class pupils, on an equitable basis.

AS __________. "The Effect of Sex Identification on Teacher Evaluation of Pupils." Paper prepared for Eastern Psychological Association, April 1967, Boston.
Of casual interest.

ALL Stouffer, G., Jr. "The Behavior Problems of Children as Viewed by Teachers and Mental Hygienists." Mental Hygiene 36: 271-85; April 1952.
A good discussion of the variance of viewpoints of teachers and mental hygienists. Provides avenues for acceptance of behavior which might otherwise be disconcerting.

6.2 The Teacher's Interaction with the Pupil

In a sense, this is the most important part of the course. The student teacher must look forward to dealing directly with a group of children, five hours a day, five days a week, ten months a year. The teacher's success in this area will determine whether he will happily find a professional career or end up as a "teacher dropout."

Activities

A teacher's base of operations is the classroom. Some opportunity should be provided him not only to observe in general an experienced teacher, but also to have these observations directed to aspects he might otherwise ignore.

1. Use the questions below for directed observations:

Physical Layout

How are children distributed by sex, age, and race?

Do the materials on the walls reflect the ethnic origin of the children? Other children?

How many children are there?

Teacher-Student Interaction

How often do the pupils initiate discussion or ideas?

If seldom, does the lack seem to lie with teacher or students?

Does the teacher focus on a few children or many?

Does he call upon those who do not raise hands?

How does he react to unruliness? to inattention?

How does he react to quarrels, fights, accidents, or other critical incidents?

Does he use special techniques for maintaining attention?

How does he respond to the pupils' success or failure?

Reward success, ignore failure?

Ignore success, punish failure?

How does the pupil respond to his own success or failure?

Is failure due to self or other?

How does the pupil respond to the teacher's attempt at reward, punishment, or lack of interest or response?

How do pupils react to the distribution of rewards and punishments when another pupil is at the receiving end?

How do pupils react when teacher has ignored a raised hand?

How do teachers react to embarrassing incidents?

How do other pupils react to a pupil's embarrassment?

Does the teacher seem to rely on a system of rewards?

Delayed: "If you do well, you will be a success in life."?

Immediate: "If you do well, we will show the class a cartoon."?

Abstract: "All who do well make their family shine."?

Behavior-Focused: "Correct."?

Ego-Focused: "Very good."?

What techniques used by the teacher are surprisingly successful?

What techniques used by the teacher are surprisingly ineffective?

What techniques does the teacher use to personally involve the pupils? examples from daily experiences or ethnic background?

Which incidents annoy you? upset you? impress you?

What impresses you about the intellectual performance of the children? Why?

What do you believe was the children's reaction to you initially? As time has progressed?

What constraints or freedoms do you see with respect to the children's ethnic identity?

How does the class respond to competition, withdrawal, excitement?

2. Among others, include these activities for the teacher aide in class:

   Obtain measures on class social structure to determine who are class leaders, isolated, most listened to by others, jeered at by others, most popular. Use formal (have children make ratings or choices; have teacher observe and record) and informal (observe) methods.

   Personally tutor any one child who appears to be lagging or losing attention.

   Involve pupils in small role-playing sessions concerning personal conflicts with teacher, peers, family, aspirations, and reactions to daily events.

   Lead class discussion on issues which are interesting (geared to the relevant grade level), require no formal preparation, and for which the teacher aide can display competence.

   Lead small group discussions; mix high- and low-status children. Permit all children an opportunity for expression. The issues can be penetrating; for example: Why do children fail in school? How do you feel about being Jewish? Being a girl? Being a Negro?

   Lead a class discussion of some issue on which the teacher-aide has expertise and which may be explained to children at their level.

3. Utilize class discussion in college.

   When a teacher aide expresses doubts about coping with certain situations, ask him to role-play the relevant individuals. Criticisms and suggestions should emanate from the class. Difficult situations should be included: e.g., the home reaction of a Puerto Rican mother who has been told to appear in school because her son has been truant. In this manner, some situations can be anticipated for which a student may prepare even before assignment to a class as a teacher's aide. Among many possibilities are scenes in which:

   A child is seen cheating. Reprimand publicly or privately? Fail? Warn? Ignore?

   A child has defied the teacher.

An unfamiliar child is observed walking aimlessly through the school corridor.

Discuss the critical event portrayed in the role-playing. How is it handled? Are there misunderstandings? Does it represent a clash of values? Are ethnic considerations involved? Does it influence the morale of the teacher-aide?

From any of the above do any generalized principles of teaching emerge?
Distribution of rewards or punishments?
Coping with emergencies?
Insights into the behavior of a child representing an ethnic minority?

4. Invite guest speakers, a principal or other administrative figure. These questions might be asked him:
What mistakes do teachers most often make in dealing with children?
What misconceptions do teachers seem to have when they arrive at the school?
What aspects of training are being missed by most teacher training programs?

Readings

F Amidon, Edmund J., and Simon, Anita. "Teacher-Pupil Interaction." Review of Educational Research 35: 130-39; 1965.
Concludes with a characterization of superior teachers.

F Gnagey, William J. "Effects of Classmates on a Deviant Student's Power and Response to a Teacher-Exerted Control Technique." Journal of Educational Psychology 51: 1-8; February 1960.
Conclusion relevant to topic of classroom control.

F Patterson, C. "The Classroom Teacher and the Emotional Problems of Children." Understanding the Child 21: 66-72; 1952.

F Sears, P.; and Hilgard, E. "The Teacher's Role in the Motivation of the Learner." Theories of Learning and Instruction. Sixty-third Yearbook, Part I, National Society for the Study of Education. Chicago: University of Chicago Press, 1964. Pp. 182-209.

ALL Trow, W.C.; Zander, A.E.; Morse, W.C.; and Jenkins, D. "Psychology of Group Behavior: The Class as a Group." Journal of Educational Psychology 41: 322-38; October 1950.
Discusses the dynamic interrelationships between teacher and pupil.

6.3 The Teacher and the Underprivileged Child

The focus of this section is upon the performance of such children in schools. While there are too few concrete suggestions, it is hoped that the descriptions and explanations of the pupils' behaviors will provide the teacher with insights which he may be able to utilize.

Activities

1. Invite as a speaker, a young, female, white teacher who is currently teaching in an inner-city school, considered successful by her principal, has high morale, and plans to continue teaching. She can provide reassurance to beginning teachers, demonstrate that there are ways of coping with or adjusting to adversities, and, possibly, discuss techniques.

Readings

ALL Bloom, Benjamin S.; Davis, Allison; and Hess, Robert. Compensatory Education for Cultural Deprivation. New York: Holt, Rinehart & Winston, 1965. (PB)
A distillation of research findings with analysis and recommendations.

ALL Frost, Joe L., and Hawkes, Glen R., editors. The Disadvantaged Child: Issues and Innovations. New York: Houghton-Mifflin, 1966.

F Lindgren, Henry C. Educational Psychology in the Classroom. New York: Wiley, 1967.
Chapter on the socially-deprived child.

F,AS McCandless, Boyd. Children and Adolescents: Behavior and Development. New York: Holt, Rinehart & Winston, 1961. Chapter 13, "Child Development and Childhood Education."

ALL Silberman, Charles. Crisis in Black and White. New York: Random House, 1964. (Vintage Paperback, V-279)
Chapter 4, "The Negro and the School," is excellent, and particularly vital since it focuses upon New York City problems.

F,AS Strom, Robert D., editor. The Inner-City Classroom: Teacher Behavior. Columbus, Ohio: Chas. E. Merrill, 1966. (Charles E. Merrill Paperback 9798)

ALL Webster, Seaten W., editor. The Disadvantaged Learner: Knowing, Understanding, Educating. San Francisco: Chandler, 1966.

ALL Briazziel, W.F., and Terrell, M. "An Experiment in the Development of Readiness in a Culturally Disadvantaged Group of First-Grade Children." Journal of Negro Education 31: 4-7; Winter 1962.
A demonstration that a carefully outlined plan of study can raise the I.Q.

F Ellis, R. "Looking Toward Desirable Behaviors in Teachers of the Disadvantaged." Teachers for the Disadvantaged. (Edited by M. Usdan.) Chicago: Follett, 1966.

An updated summary of the effects of childhood impoverishment on poor homes; a demonstration, for example, of the basis for the distractibility of these pupils.

F Goldberg, M. "Adopting Teacher Style to Pupil Differences: Teachers for Disadvantaged Children." Merrill-Palmer Quarterly 10: 161-78; 1964.

An interesting combination of idealism and hard reality. Raises questions for the faculty.

F Gordon, E. "Desired Teacher Behavior in Schools for Socially Disadvantaged Children." Teachers for the Disadvantaged. (Edited by M. Usdan.) Chicago: Follett, 1966.

Presents materials on the psychological handicaps of the disadvantaged child. Gives some broad recommendations which the instructor can implement with concrete possibilities.

F,AS Taba, Hilda. "Cultural Deprivation as a Factor in School Learning." Merrill-Palmer Quarterly 10: 147-59; 1964.

A comprehensive review.

F,AS Toby, J. "Orientation to Education as a Factor in the School Maladjustment of Lower-Class Children." Social Forces 35: 259-66; 1957.

LEARNING AND TEACHING: GRADES N-9

Emphasis on Early Childhood

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An AACTE Publication for the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, developed by Fordham University, New York City.

Introduction

Our young children live in one of the world's largest cities. This urban environment conditions their experience in and out of school. Young children living in different sections of this large city bring to school a variety of experiences. Recognition of the value of these experiences, together with current knowledge of the learning processes of this age group, is reflected in this syllabus.

The course is planned to comprise eight hours a week of class sessions plus conferences and service as an apprentice teacher. Approximately 80 percent of the course time will be devoted to learning and teaching in grades prekindergarten through grade two, with 20 percent of the time in grades three through six.

Recommendations

1. Apprentice teacher assignments should be made prior to the close of the academic year. Students specializing in early childhood education should take Education 138.10 (this course) in the first semester. Their apprentice teaching assignment for the first semester should be divided between an experience in an early childhood grade and a contiguous grade. The second semester should be devoted to further experience in the early childhood grades.

2. Insofar as possible, apprentice teachers should be encouraged to become familiar with the school community during the summer.

3. In preparation for apprentice teaching, students should have 12 hours of preliminary work in late May or early June in (a) the purposes of apprentice teaching, and (b) directed observation (purposes, procedures, techniques for recording observations, and related functions). Films and tape recordings of classroom lessons or segments of lessons should be used to give practical application to the techniques and procedures emphasized as effective in classroom observation. (Use of some Board of Education films may be possible by arrangement through the Bureau of Audio Visual Education or the Board of Examiners.)

4. Apprentice teachers should report to their assigned school on Thursday of the week before school opens in September. On regular schooldays they should report at 8:40 A.M. in order to become familiar with activities such as entrance of pupils, house-keeping chores, supervision of play yards, etc.

5. The course--Education 138.10-- should begin at the same time that apprentice teaching is initiated. It should include a visit to the school by the college supervisor during the first week of school in September.

6. Apprentice teachers should each receive a copy of the brochure, Getting Started in the Elementary School--A Manual for New Teachers, published by the New York City Board of Education. They should also receive several sample guides for classroom observation.

7. Supervisors should be familiar with the preliminary work assigned the apprentice teachers. (See 3. above.) Supervisors should have the brochure described above, with its companion brochure, Supervisor's Manual for Helping New Teachers, also published by the New York City Board of Education.

8. College supervisors should have a minimum of five years teaching experience on the level of their apprentice teaching assignments.

9. College supervisors should be assigned a maximum of twelve apprentice teachers, preferably in no more than two schools.

10. College supervisors should take part in a seminar in the fall; cooperating teachers should likewise take part in a seminar at this time.

11. Subject specialists invited to teach sessions relating to curriculum areas should participate in an orientation meeting.

12. Supportive help, such as informal discussions with an anthropologist, sociologist, or psychologist, should be available to the college supervisor on request.

13. Every effort should be made to insure that Education 138.10 will meet the practical situations to be encountered in classrooms. With this objective in mind, films, tapes, case studies, role-playing, discussions, and brief reports by apprentice teachers should be emphasized. In observation and in class discussions, focus should be placed on two questions:
    1. What is the cooperating teacher doing and why?
    2. What is the child doing and why?

BLOCK I Getting the Most from Apprentice Teaching

(8 hours class sessions, plus conferences and service as apprentice teacher)

1. Objectives

1.1 To review the specific purposes of apprentice teaching

1.2 To provide practical guidelines for effective observation of classroom teachers and children

1.3 To provide opportunities for apprentice teachers to grow skillful in observation of a teaching-learning situation; to understand what is being done, and why

2. Implementation

2.1 Content

2.1.1 Purposes of apprentice teaching

2.1.2 This activity should be focused on the planned use of films and tape recordings of teaching situations. It should be understood that in a teaching situation in prekindergarten and kindergarten, there will be many "lessons" going on at one time. For example, five children are in the block area, three or four children are in the house-keeping area, while the remainder of the class is involved in other activities. It is important that the student observing at these levels direct his observation to one activity so that he can effectively observe the teaching-learning process.

2.1.2.1 Directed Viewing

In the beginning, short segments of lessons should be shown to the students. Before each showing, the students should be provided with questions for which they may find answers in the showing. Questions may be similar to the following:

Relating to material:

1. What material does the teacher give the children?
2. How does each child get the material?
3. What does each child do with it?

Relating to a question:

1. What question does the teacher ask?
2. Do the children understand the question?
3. Is the child's answer correct?
4. What does the teacher say to indicate this?
5. How is the child's answer used in the lesson?

Relating to use of chalkboard or bulletin board:

1. Why does the teacher use the chalkboard or bulletin board?
2. Can the children see as he is writing?
3. What do the children do as he is writing?
4. What does the teacher do with material on the bulletin board?

2.1.2.2 Group Discussion of Observation

Here the questions to be discussed should include:

What the teacher did and why.
What the children did and why.
What the apprentice teacher could have done to improve the situation.

2.1.2.3 Observation Guide

A simple observation guide should be developed by the class and used in the next evaluations. Attention should be focused on questions such as:

1. How have we observed what is happening or about to happen in the classroom?
2. What did we learn by seeing? Hearing? Intuition?
3. How did our past experiences help us to forecast what will probably occur in the class?
4. How did we remember what we observed?

2.1.2.4 Procedures of Observation

Ways in which individuals record notes of observations should be discussed, and good ways stressed. At this point, only major parts of the lesson should be stressed. Possible patterns may include:

1. List main parts of lesson on left side of sheet: aim, motivation, lesson proper (approach, materials, questioning, evaluation, pupil participation, summary), assignment. Comments to be remembered should be written beside headings.
2. Write main parts of lesson on 5 x 8 cards. Comments to be remembered should be written on each card. The student may be able later to evaluate the lesson from the viewpoint of positive and negative features. For this purpose, divide the Observation Guide Sheet in half; list all positive features on the left side, all negative features on the right side. The value of key words as a help in recalling information should be stressed.

2.1.2.5 View of the Whole Lesson

As the students' abilities increase, whole lessons can be viewed. Prior to these viewings, it is important to review the use of the Guide, and pivotal questions (see 2.1.2.1) about observation. In later discussions more difficult questions requiring intuition, or an ability to interpret classroom situations can be asked, such as:

1. What is the teacher's attitude toward the children? How do you know?
2. What is the child's attitude toward the teacher? How do you know?
3. What do some of the children think about a particular child? How do you know?

2.1.3 Effective Lessons in Subject Areas

While the students are learning about a particular subject area, simple guidelines for observing a lesson in the area at a specific grade level can be developed. These guidelines will be of value not only in observing in actual classrooms but also in planning the lessons the apprentice teacher will teach.

2.2 Readings

2.2.1 Student

National Education Association. Education and the Disadvantaged American. Washington, D.C.: the Association, 1962.

New York City Board of Education. Getting Started in the Elementary School--A Manual for New Teachers. New York: the Board, 1966.

_________. Guide for Newly Appointed Teachers in the Elementary Schools. New York: the Board, 1964.

_________. Student Teaching in the Elementary Schools. New York: the Board, 1963.

Passow, A. Harry, editor. Education in Depressed Areas. New York: Columbia University Press, 1963.

2.2.2 Instructor

Conant, James B. Slums and Suburbs. New York: McGraw-Hill, 1961.

Klopf, Gordon J., and Laster, Israel A., editors. Integrating the Urban School. New York: Columbia University Press, 1963.

Riessman, Frank. The Culturally Deprived Child. New York: Harper, 1962.

Strom, Robert D. The Inner-City Classroom: Teacher Behaviors. Columbus, Ohio: Charles V. Merrill Books, 1966.

2.3 Activities

Activities for Block I are included under content.

BLOCK II Knowing the Child, 4-7; Acquiring an Understanding of the Child, 8-11

(32 class sessions, plus conferences and service as apprentice teacher)

1. Objectives

1.1 To develop a deep understanding of the urban child, age 4-7, with implications for growth and development of the child, age 8-11 This study includes physical, emotional, and sociopersonal characteristics.

1.2 To develop an understanding of one's own needs and concerns as apprentice and prospective teacher in the program

2. Implementation

2.1 Content

2.1.1 Review of socioeconomic structure of home and family life in the urban environment with its implications for the child, 4-7 and 8-11

2.1.2 Differential patterns of child rearing; implications for growth and development

2.1.3 Knowledge of the child from prenatal period through infancy; prenatal and paranatal factors in development; implications of maternal patterns of care/deprivation; influence of infancy on later development

2.1.4 Knowledge of the child, 2-4 years; physical, social, emotional, cognitive styles of development; implications for understanding of the child, 4-7 and 8-11

2.1.5 Knowledge of the child, 4-7; physical, social, emotional, cognitive growth and development; review of earlier longitudinal models based on central tendencies in growth (i.e., Gesell) through current emphasis on tailoring of developmental structures to needs of the individual child

2.1.6 Knowledge of the child, 4-7; elaboration of above content including a more detailed study of needs of the young learner; identification of the problems encountered in beginning school, such as: fears on entering a new situation, anxiety in separation from mother, possible cultural conflicts for urban deprived child in relating to adults of other ethnic groups, relating to peers and teacher, failing to understand teacher's language; identification of early problems in mastering school environment, such as: development of a sense of achievement, patterns of individual achievement in relation to group and group identification, conflicts in learning to use teachers and other professionals as adult models

2.1.7 Knowledge of the child, 8-11; focus on helping students understand next childhood developmental levels, as well as the thrust of behavioral styles toward more mature and independent levels of function

2.1.8 Knowledge of the child, emphasis on methods of obtaining data; development of skills in study of cumulative records: analyzing and interpreting pertinent information, observing microlevels of behavior for very brief periods, recording in objective terms

2.1.9 Understanding of tests and other evaluative tools; special understanding of major standardized tests, with focus on preschool developmental schedules; tests of perceptual and perceptual-motor skills in early childhood; brief introduction to basic statistical terminology

2.1.10 Understanding of individual differences in regular classroom; development of skills in relating to nongroup-oriented children; types of shyness; organization of children in groups; flexibility in regrouping on basis of social and emotional need as well as cognitive needs.

2.1.11 Knowledge of the child through understanding of self; work with parents, other professionals, and paraprofessionals; development of sophisticated understanding of as well as a sympathy and sensitivity to other adults in their relations to children in the school setting; growing insight into one's own needs in relation to other adults.

2.2 Readings

2.2.1 Student

Almy, Millie. Ways of Studying Children. New York: Teachers College, Columbia University, 1959.

Dennis, W. Readings in Child Psychology. Second edition. Englewood Cliffs, N.J.: Prentice-Hall, 1963.

Gesell, W., and Ilg, F. Infant and Child in Culture of Today: The Guidance of Development in Home and Nursery. New York: Harpers, 1943.

Hymes, J. L., Jr. Behavior and Misbehavior: A Teacher's Guide to Action. New York: Prentice-Hall, 1955.

__________. A Child Development Point of View. New York: Prentice-Hall, 1955.

Mussen, P. H. Handbook of Research Methods in Child Development. New York: Wiley, 1960.

Sarason, S.B., and others. Anxiety in Elementary School Children: A Report of Research. New York: Wiley, 1960.

Tyler, L. E. Tests and Measurements. Englewood Cliffs, N.J.: Prentice-Hall, 1963.

2.2.2 Instructor

Anastasi, A. Differential Psychology: Individual and Group Differences in Behavior. New York: Macmillan, 1958.

Bruner, Jerome S. The Process of Education. Cambridge, Mass.: Harvard University Press, 1960.

2.3.5 Develop a "child study" report on a selected child which, in addition to general and specific observational data outlined above, includes a snapshot, samples of child's drawings, information on family background, early developmental history, present physical status, personal and moral development, social activities (relations with peers, siblings, relatives), and emotional functioning.

BLOCK III Knowing the School

(8 hours class sessions, plus conferences and service as apprentice teacher)

1. Objectives

1.1 To gain information about the specific school to which the student is assigned for apprentice teaching

1.2 To develop an understanding of the use of the resources within the school that are available to the classroom teacher

2. Implementation

2.1 Content

2.1.1 Location of school
2.1.2 Physical plant, including special facilities
2.1.3 School enrollment, including number of pupils, ethnic background, related factors (mobility, open enrollment, pupils, etc.)
2.1.4 Staff, regular and special, and role of each

2.1.4.1 Supervisors (principal and assistants)
2.1.4.2 Regular classroom teachers
2.1.4.3 Cluster teachers
2.1.4.4 Special teachers (library, audiovisual education, guidance, speech, corrective reading, auxiliary, non-English, health improvement, CRMD, etc.)

2.1.5 Operating procedures

2.1.5.1 Time schedule of school
2.1.5.2 Rules and regulations (fire and shelter drills, attendance regulations, entrances and dismissals, use of special areas, etc.), the school handbook
2.1.5.3 Safety measures (accident prevention and reports, excursions, supervision of pupils, etc.)

2.1.6 Parent and community participation

2.1.6.1 Teacher aides
2.1.6.2 Class mothers
2.1.6.3 School Volunteer Program
2.1.6.4 Parent volunteers
2.1.6.5 Parents as resource people
2.1.6.6 Parents' associations

2.2 Readings

2.2.1 Student

New York City Board of Education. Extended School Services through All Day Neighborhood Schools. New York: the Board, 1967.

________. Getting Started in the Elementary School--A Manual for New Teachers. New York: the Board, 1966

________. Guide for Newly Appointed Teachers in the Elementary Schools. New York: the Board, 1964.

2.2.2 Instructor

New York City Board of Education. By-Laws of the Board of Education of the City of New York.

New York City Board of Education and United Federation of Teachers. Agreement July 1, 1965-June 30, 1967.

2.3 Activities

2.3.1 Prepare a handbook for the school to include:

The history of the school and community;
Pictures of the school, its physical features;
Information on school personnel (supervisory, secretarial, custodial, special teachers, aides, and building representatives of teachers'organizations)
Collection of forms used in school;
List of special regulations (use of exits, lunch procedure, bus regulations, etc.).

BLOCK IV Knowing the School Community

(8 hours class sessions, plus conferences and service as apprentice teacher)

1. Objectives

1.1 To gain information about the school community in which the apprentice teacher is assigned
1.2 To develop a knowledge of the resources available in the community
1.3 To develop an understanding of the concerns of the community in relation to the school

2. Implementation

2.1 Content

2.1.1 Description of school community in terms of location, size, etc.
2.1.2 Composition of community (ethnic, socioeconomic, religious, etc.)
2.1.3 Community resources, such as playgrounds, parks, day care centers, health services (clinics, health centers, etc.), after-school programs (schools, churches, Y's, neighborhood houses, etc.), police and fire stations, libraries, post office, religious centers, and summer programs (educational and recreational)
2.1.4 Housing in the community (types, ownership, adequacy)
2.1.5 Business opportunities
2.1.6 Community concerns as evidenced in local newspapers, meetings, action programs initiated by neighborhood or city
2.1.7 Community leadership, identification of community leaders and their roles

2.2 Readings

2.2.1 Student

Local newspaper
Parent-Teacher Association Bulletin
New York City Board of Education. The Negro in American History. New York: the Board, 1964.

2.2.2 Instructor

Department of Health of the City of New York, Division of Day Care, Day Camps, etc. The Directory of Day Care and Facilities for Children Under Six. New York: the Department.

New York City Board of Education. Guide to Some Educational Resources in the City of New York. 1965-1966 Series. New York: the Board.

__________. Guidelines for After-School Workshops. New York: the Board, 1967.

2.3 Activities

2.3.1 Develop a simple map of the community locating centers of community resources such as the library, post office, fire department, day care centers, Head Start centers, welfare centers, settlement houses, etc. This can be done either as an individual or a group project.

2.3.2 Invite a recognized community leader (the head or an active member of the local Community Progress Center, ASPIRA, LENA, MEND, PRIDE, Youth in Action, HARYOU, etc.), to meet with the apprentice teachers, the college supervisor, and a school supervisor. This should be arranged through the school principal. Suggested topics for discussion:

What are the aims of the organization?
What assistance is being given to the community?
What assistance is planned for the future?

BLOCK V Knowing How Young Children Learn
(30 hours class sessions, plus conferences and service as apprentice teacher)

1. Objectives

1.1 To realize, utilize, and implement basic concepts of learning in children between the ages of 4-7 as an extremely rapid and complex process, with slight deceleration and considerable adaptation between the ages of 8-11

1.2 To understand learning as an individual and social process which can be stimulated and facilitated, as well as hindered, by the educational process

2. Implementation

2.1 Content

2.1.1 Types of learning

2.1.1.1 Approaches to understanding the hierarchical learning models used during the developmental period, with particular emphasis on basic stimulus-response and simple associational learning patterns in the early childhood period

2.1.1.2 Focus on CA 8-11 in discussion of more sophisticated cognitive approaches

2.1.2 Individual differences in learning

2.1.2.1 Adaptation of types of learning not only to developmental level of the early child learner but also to style of individual child

2.1.2.2 Variations within individual child in learning pattern

2.1.3 Physical components of learning

2.1.3.1 Development of sensory modalities, integration of and coordination with perceptual motor skills

2.1.3.2 Relation of physical abilities to learning (hand dominance and reading)

2.1.3.3 Sex-linked variables (incidence of color blindness, stuttering in boys)

2.1.3.4 Use of classroom space to facilitate exploration and freedom

2.1.4 Sociocultural components of learning

2.1.4.1 Implications of language and "patois" barriers in learning to read

2.1.4.2 Advantages for socioeconomically deprived child in learning autonomous and independent behaviors

2.1.4.3 Possible disadvantages in mastering academic-cognitive skills, in using adults as learning models

2.1.4.4 Importance of identifying and stimulating individual learning patterns in early childhood before child begins to "mask" his learning style in the complex social world of CA 8-11

2.1.5 Emotional components of learning

2.1.5.1 Variations in children in terms of need for individual encouragement and support in learning (hostility of aggressive-independent child to supervision; need of dependent-submissive child for much individual encouragement)

2.1.5.2 Implications of programmed instruction and machine learning for adaptation to emotional variables

2.1.5.3 Need for skillful manipulation by teacher in classroom of the learning climate throughout day and school year to capitalize on rapid shifts in emotional pace and style of children as individuals and as a group during early childhood period

2.1.5.4 Focus on less accelerated but more complex assimilative patterns of children 8-11

2.1.6 Overview of perceptual-cognitive patterns of learning

2.1.7 Theoretical models (Bruner, Piaget) to explain learning with application to CA 4-7 (more practically oriented than 2.1.1)

2.1.7.1 Facilitation of learning in young children by positive and negative reinforcement

2.1.7.2 Development of skills of rewarding small increments of positive responses

2.1.7.3 Utilizational applications of various theories (i.e., perceptual-motor, stimulus-response, cognitive) as appropriate in same learning period with different children, or different techniques with same child over period of time

2.1.7.4 Identification of techniques utilized

2.1.7.5 Provisions, particularly in team teaching situations, for immediate feedback for fellow teacher by experimentation with techniques for informal measurement of teaching effectiveness

2.1.8 Utilization of materials and instruments appropriate to learning types and content

2.1.8.1 Evaluation of effectiveness of these learning materials and media

2.1.8.2 Identification with the student of his own learning style and biases in material utilization

2.1.8.3 Introduction of the concept of instructional materials centers in which teachers, with the instructional materials team, work out the needs of each pupil for specific learning programs on a weekly basis

2.1.8.4 Psychological implications for the teacher in adapting to role as a "consumer" of learning materials

2.1.9 Measurement of learning (similar to area in Block II, but with focus on specific areas of academic readiness and achievement rather than on developmental indices of motor ability and intelligence *per se*)

2.1.9.1 Introduction to standardized tests of readiness and early achievement, especially in language arts

2.1.9.2 Development of skill in constructing simple tests for academic readiness and evaluation of basic learnings in language arts and mathematics

2.1.9.3 Experience in administering both formal and informal tests
2.1.9.4 Development of skills in utilizing results of teacher evaluation in constructing sequential learning environments

2.1.10 Assessment (teacher and pupil)

2.1.10.1 Importance of involving child in his assessment in the restructuring of learning situation, in reporting to parents
2.1.10.2 Implications of teacher-parent contacts or lack of same for subsequent learning of child
2.1.10.3 Utilization of various assessment techniques as part of total learning experience: report cards, parent conferences, letters to parents, open school week, work samples or folders of work sent to parents

2.1.11 Homework as part of the learning process

2.1.11.1 Types of homework
2.1.11.2 Adaptation to CA and MA levels, to material to be learned, to needs of child, to expectations of parents
2.1.11.3 Sociocultural implications of homework and need for teacher-child adjustments to these expectations
2.1.11.4 Homework as a form of intrinsic and extrinsic motivation
2.1.11.5 Procedures for evaluating homework and its meaningful interpretation into the sequential learning process

2.2 Readings

2.2.1 Student

D'Evelyn, K. E. Individual Parent-Teacher Conferences: A Manual for Teachers of Young Children. New York: Columbia University Press, 1945.

Fresco, J. School-Home Partnership and Depressed Urban Neighborhoods. U.S. Government Printing Office ,1963.

Furst, E. J. Constructing Evaluation Instruments. New York: Longmans, Green, 1958.

McKee, P. Getting Ready to Read: A Pre-reading Program. Fourth edition. Boston: Houghton-Mifflin, 1966.

New York City Board of Education. Manual for Reporting to Parents. Revised edition. New York: the Board, 1967.

Russell, D. H.,and Karp, E. E. Reading Aids Through the Grades: Three Hundred Developmental Reading Activities. Revised edition. New York: Columbia University Press, 1956

Tyler, L. E. Tests and Measurements. Englewood Cliffs, N.J.: Prentice-Hall, 1963.

Wann, K.; Dorn, M. S.; and Liddle, E. A. Fostering Intellectual Development in Young Children. New York: Columbia University Press, 1962.

2.2.2 Instructor

Bruner, Jerome S. The Process of Education. Cambridge, Mass.: Harvard University Press, 1960.

Frost, J., and Hawkes, G. R., editors. The Disadvantaged Child: Issues and Innovations. Boston: Houghton-Mifflin, 1966.

Klausmeier, H. J. Learning and Human Abilities: Educational Psychology. New York: Harper & Row, 1961.

Riessman, Frank. The Culturally Deprived Child. New York: Harper & Row, 1961.

2.3 Activities

2.3.1 Develop and present a five-minute lesson involving a specific, clearly identifiable type of learning, with outline of highly specific outcomes as well as rationale in terms of CA and MA. Although this is intended for use with a small group of children, it is to be presented to and critically evaluated by a small group in the college setting, with modifications as needed, before presentation to the children.

2.3.2 Develop an informal five- to ten-minute test either of readiness or of achievement for use with individual children. Again, presentation and evaluation in college setting precede presentation in classroom setting, with appropriate review and analysis in cooperation with classroom teacher and children.

2.3.3 Write a sample letter to the parent of a child describing a successful learning experience observed during the first week. Use should be made of the child's anecdotal record.

2.3.4 Write a sample letter to a parent describing an important learning activity in progress that may need parent cooperation or understanding.

2.3.5 Prepare two sets of materials for two parent-teacher conferences: one relating to a child who is learning very effectively, and one relating to a child who is having some difficulties.

2.3.6 Prepare a bulletin board displaying and describing children's learning activities for a class parents' meeting, open school week, or the like.

2.3.7 Prepare homework assignments for one week, keeping in mind age, achievement level of children, parent expectation, resources in the home, planned follow-up, and checking of assignment.

BLOCK VI Knowing the Components of a Desirable Classroom Atmosphere (16 hours class sessions, plus conferences and service as apprentice teacher)

1. Objectives

1.1 To develop the ability to build a desirable classroom climate based on effective control and the developmental needs of the children

2. Implementation

2.1 Content

2.1.1 Classroom control as related to the child, ages 4-7

2.1.1.1 Meaning of discipline (realistic setting of limits)
2.1.1.2 Use of rewards and punishment
2.1.1.3 Understanding of undesirable reactions and ways of meeting these situations

2.1.2 Organization of classroom

2.1.2.1 Value of effective organization
2.1.2.2 Aspects of organization

2.1.2.2.1 Furniture, (type and arrangement)
2.1.2.2.2 Centers of interest
2.1.2.2.3 Storage of materials and supplies (ease of use by children)

2.1.2.3 Routines basic to effective and maximum use of classroom
2.1.2.4 Responsibilities assumed by teachers, paraprofessionals, children

2.1.3 Grouping

2.1.3.1 Structure of the group: 4-5 year olds, 6-7 year olds
2.1.3.2 Flexibility in relation to need (social, emotional, cognitive) and activities
2.1.3.3 Values of homogeneous and heterogeneous grouping
2.1.3.4 Use of grouping; appropriate times to group
2.1.3.5 Procedures for facilitating use of grouping; competencies needed by the teacher before he works with groups
2.1.3.6 Interpretation to children and parents of placement for a limited time in a special group, changes in composition, etc.

2.1.4 Records

2.1.4.1 Importance of accuracy (obligation to child, legal aspects)
2.1.4.2 Types of records: attendance book, cumulative record card, test record card, health record card, anecdotal records

2.1.5 Use of classroom time

2.1.5.1 Flexibility within large blocks of time; adjustments to fit group needs or unusual events
2.1.5.2 Effective use based on careful planning and evaluation
2.1.5.3 Desirability of regular daily sequence of learning activities during beginning school years
2.1.5.4 Development of effective routine, security, and time sequence

2.2 Readings

2.2.1 Student

New York City Board of Education Publications (current editions)
Early Childhood Education

Manual of Directions for Pupil Cumulative Record Cards for Elementary Schools
Pre-Kindergarten Curriculum Guides
School Record of Attendance

2.2.2 Instructor

New York City Board of Education. Supervisors Manual for Helping New Teachers. New York: the Board, 1966.

2.3 Activities

2.3.1 List the effective routines established in the assigned classroom; add in another list those routines considered necessary but not yet developed.
2.3.2 Read the "Directions To Teachers" at the front of the Class Attendance Book; list the ten most important directions to the teacher.
2.3.3 Describe two incidents that happen in the classroom during a given week, giving the highlights of the child's behavior and the teacher's reaction; utilize reaction to the way in which these situations were handled as basis for apprentice teacher's comments.
2.3.4 Describe the use of grouping; cite evidence of effective flexible grouping; cite evidence of children's reaction to the group they are in. Describe the situation as handled by the teacher.
2.3.5 Describe records kept by the teacher of the needs, materials, progress of individual children within the group.
2.3.6 Prepare a sample day to fit the needs of the class.

BLOCK VII Knowing the Importance of the Curriculum as the Vehicle for Learning

(120 hours class sessions, plus conferences and service as apprentice teacher)

1. Objectives

1.1 To know the content of the seven curriculum areas taught to children 4-7

1.2 To know how to adapt this curriculum to meet individual needs and interests

1.3 To know how to integrate learning from the curriculum areas into meaningful experiences

1.4 To know how to plan work on a daily and weekly basis drawing from the content of the seven areas

2. Implementation

2.1 Content

2.1.1 Definition of Curriculum

The child's curriculum consists of all experiences in and out of school that are utilized to further the aims of education. Such a curriculum, based on the child's experiences and related to the life going on around him, provides the best opportunity for the development of creative and manipulative powers, skills, knowledges, and attitudes.

2.1.2 Overlapping of Areas

Any learning experience is an integrated experience in which several areas overlap. For example, when a child builds an apartment from blocks, he learns the way people live, interdependence, group interaction (social studies); relative heights, sizes, number of floors (mathematics); balance, pulley (science).

2.1.3 Planning of Curricular Experiences

2.1.3.1 Materials and activities must be selected in advance so that basic skills and knowledge are presented in sequence and in accordance with the developmental patterns of child growth.

2.1.3.2 Selected aspects of planning should be discussed whenever a new curriculum area is introduced. (It is suggested that the college supervisor familiarize himself with all the material in this Block before introducing a new curriculum area.)

2.1.4 Curriculum Areas

As a means of grouping activities, experiences, and subject matter, the total curriculum is organized into seven areas: language arts, social studies, mathematics, science, art, music, and health. A curriculum for each area follows.

NOTE: To facilitate use of the following section, each curriculum area is individually outlined in detail.

1. The Teaching of Language Arts

1.1 Introduction

1.1.1 Everything that is learned is highly dependent on the child's command of language; effective use of language is crucial in everyday living.

1.1.2 The teaching of language arts permeates the entire school program, for observing, listening, speaking, and reading are a part of every curriculum area.

1.1.3 Language arts is divided into two areas:

1.1.3.1 Oral communication: speaking and listening

1.1.3.2 Written communication: reading, writing, and spelling

1.2 Language Arts PreK-2

1.2.1 Introduction

There is an actual sequence of language growth followed by all children at different rates. The child observes; then he listens; then he speaks. Reading depends upon observing, listening, and speaking. Writing, in turn, is dependent upon observing, listening, speaking, and reading. Therefore a child progresses in language growth as the physical, intellectual, and emotional aspects of his personality, his home environment, his school environment stimulate these processes.

1.2.2 Objectives

1.2.2.1 To utilize the child's previous experience in development of his oral and written communication

1.2.2.2 To utilize the early childhood experiences in music, art, and physical activities as an impetus to effective communication

1.2.3 Oral Communication

1.2.3.1 Scope and Sequence

1.2.3.1.1 Educative forms of oral communication may include--

1.2.3.1.1.1 Listening to poetry;
1.2.3.1.1.2 Telling, or listening to, stories;
1.2.3.1.1.3 Engaging in dramatic play;
1.2.3.1.1.4 Visits, trips, hosting classroom guests, of all kinds; communicating these observations.

1.2.3.2 Methods and Materials

1.2.3.2.1 The teacher should discover, understand, and utilize--

1.2.3.2.1.1 Those experiences of the child in and out of school which have facilitated motivation and the use of verbal communication;

1.2.3.2.1.2 The characteristic modes of verbal and nonverbal communication in the child's home;

1.2.3.2.1.3 The child's understanding of concepts; identification of objects common to his culture, such as the names of articles of clothing, colors, articles of furniture, and the like.

1.2.4 Written Communication

1.2.4.1 Reading

1.2.4.1.1 Introduction

Theory in the teaching of reading has progressed from an early concept of reading as the recognition of letter and syllable elements which make up words, to the present concept of reading as thinking stimulated by designs to which the mind reacts. Reading is the most important and most difficult of the developmental tasks of the young child. It is not a task merely for primary grades nor even the elementary school alone, but continues as a task of educators throughout one's education.

1.2.4.1.2 Objectives

1.2.4.1.2.1 To create a love of books
1.2.4.1.2.2 To develop necessary reading skills
1.2.4.1.2.3 To establish the habit of reading for information and enjoyment

1.2.4.1.3 Scope and Sequence

1.2.4.1.3.1 Reading Readiness

1.2.4.1.3.1.1 Reading readiness may be defined as a developmental stage of physical, social, and intellectual maturity at which an individual child becomes responsive to formal reading instruction.

1.2.4.1.3.1.2 Developmental clues in reading readiness include the following:

The child speaks spon-

taneously and clearly with some degree of fluency.
The child is curious about reading and is interested in picture words and books.
The child has adequate visual, hearing, and motor coordination.

1.2.4.1.3.1.3 Reading instruction should be introduced even though the child is not ready for a formal systematic approach. It should be reading based on experiences.

1.2.4.1.3.2 Experience Charts

1.2.4.1.3.2.1 Experience charts are recordings of daily happenings within the child's life dictated by children to the teacher.
1.2.4.1.3.2.2 Charts build a sight vocabulary of common words in a context which is meaningful to children.
1.2.4.1.3.2.3 Experience charts are a bridge to reading from the printed page.

1.2.4.1.3.3 Word Recognition and Comprehension Skills

1.2.4.1.3.3.1 Word recognition skills are important *as tools for unlocking unfamiliar words*, although they are merely one aspect of the entire reading program.
1.2.4.1.3.3.2 Although undue emphasis on phonics may be misleading since English is not a phonetic language, familiarity with phonetic elements and word analysis techniques is a useful tool. Such skills are emphasized in programmed instruction.
1.2.4.1.3.3.3 Comprehension skills involve the getting and interpreting of meaning. These are developed through questions about the sequence of time and place, relationship of cause and effect, the prediction of outcomes, etc.

1.2.4.1.3.4 Independent Reading Activities

1.2.4.1.3.4.1 Independent reading activities encourage the child to select from a broad range of materials those which best suit his interest and need. The child should be taught how to use this material, which may include reading kits, pictures, children's newspapers and magazines, games, trade and text books.

1.2.4.1.3.4.2 Readability level of such material should be below that at which the formal instructional program is being conducted.

1.2.4.1.3.5 Appreciation of Literature

1.2.4.1.3.5.1 Reading of poems, fables, stories by the teacher is important to the development of reading.
1.2.4.1.3.5.2 Readings may be dramatized.
1.2.4.1.3.5.3 Choral speaking as well as memorization of rhymes and poems serve many of the objectives of the language arts program.

1.2.4.1.3.6 Evaluation of the Child's Reading Progress

1.2.4.1.3.6.1 Informal observation indicates covert and overt clues to the child's interest in reading.
1.2.4.1.3.6.2 Formal evaluations are made by the use of reading achievement tests and diagnostic tests.
1.2.4.1.3.6.3 A reading record for each child gives an important picture of immediate needs.

1.2.4.1.4 Methods and Materials

1.2.4.1.4.1 Methods
(See 1.2. 3.2.)
1.2.4.1.4.2 Materials

1.2.4.1.4.2.1 Basal Reading Systems

Basal Reading Systems present a planned, systematic instructional program in beginning reading. They provide detailed guides to teachers and constitute the most common reading programs in primary schools. Preferred systems use multi-ethnic stories and illustrations.

1.2.4.1.4.2.2 All materials referred to in 1.2. 3.2 are necessary, and can be yet further supplemented.

1.2.4.2 Writing and Spelling

From PreK to Grade 2, the teaching of writing and spelling is closely related to reading and other aspects of language arts. For the teaching of these areas, see all of 1.2.4.1.

1.3 Language Arts, Grades 3-6

1.3.1 Introduction

(See 1.2.1)

1.3.2 Objectives

(See 1.2.2)

1.3.3 Oral Communication (Note division of topics for Grades 3-4, 5-6.)

1.3.3.1 Scope and Sequence

1.3.3.1.1 Speaking

1.3.3.1.1.1 Grades 3-4

The maintenance, development, and refinement of the social and communication skills needed to talk with and to others involve --

- Conversation
- Creative dramatics
- Discussion
- Interviews
- Introductions
- Planning
- Reporting (spontaneous, planned)
- Telephoning
- Narration.

1.3.3.1.1.2 Grades 5-6

The maintenance, development, and refinement of the social and communication skills needed to talk with and to others involve --

- Conversation
- Creative dramatics
- Discussion
- Evaluation
- Interviews
- Planning
- Reporting (spontaneous, planned)
- Telephoning
- Introductions.

1.3.3.1.2 Observation and Listening

1.3.3.1.2.1 Grades 3-4

The sharpening of powers of observation through firsthand experiences and visual media; maintenance or development of the habit of accurate, courteous, purposeful listening involves experiences related to--

Conversation
Dictation
Discussion
Music
Radio
Sounds
Stories
Poems
Telephoning
Television.

1.3.3.1.2.2 Grades 5-6

The sharpening of the powers of observation through firsthand experiences and visual media; maintenance or development of the habit of accurate, critical, purposeful listening involves experiences related to--

Conversation
Dictation
Directions
Discussions
Lectures
Music
Radio
Stories
Poems
Telephoning
Television.

1.3.4 Written Communication (Note division of some topics for Grades 3-4, 5-6)

1.3.4.1 Reading

1.3.4.1.1 Objectives
(See 1.2.4.1.2)

1.3.4.1.2 Scope and Sequence
1.3.4.1.2.1 Reading Skills

Reading skills and activities include--
1.3.4.1.2.1.1 Guided (assigned), free, and individualized reading activities,
1.3.4.1.2.1.2 Vocabulary and concept development,
1.3.4.1.2.1.3 Comprehensive or reading skills,
1.3.4.1.2.1.4 Work-study skills,
1.3.4.1.2.1.5 Reading in content areas.

1.3.4.1.2.2 Development of Appreciation of Literature

This comprises--

1.3.4.1.2.2.1 Poetry and prose of past and present,
1.3.4.1.2.2.2 Group appreciation,
1.3.4.1.2.2.3 Individual taste,
1.3.4.1.2.2.4 Library skills.

1.3.4.1.2.3 Evaluation of the Child's Reading Progress

1.3.4.1.2.3.1 Evaluation of the child's progress in reading is a continuous process that involves child, parent, teacher, and supervisor. If a child is not making progress in reading, the causes must be determined promptly.

1.3.4.1.2.3.2 Some types of formal and informal tests which can be given are: informal textbook test, standardized reading achievement test; diagnostic test, special test accompanying basal readers, weekly readers.

1.3.4.1.3 Methods and Materials

1.3.4.1.3.1 Methods

1.3.4.1.3.1.1 The approaches used in the teaching of reading differ. It is suggested, however, that the beginning teacher use the basal reader approach and refer to the manual accompanying the series. As teaching ability increases, other approaches can be used. See also 1.2.3.2

1.3.4.1.3.1.2 Three and one-half to four hours a week are given to reading instructions, library skills, and literary appreciation. Reading instruction is also given in connection with reading in other curriculum areas. The amount of time devoted to reading is incrèased in accordance with need.

1.3.4.1.3.2 Materials
(See 1.2.4.1.4.2)

1.3.4.2 Writing

1.3.4.2.1 Grades 3-4
Content areas to be developed include--

1.3.4.2.1.1 Expressional writing: reactions to books, music, stories, experiences, poems, stories, titles;
1.3.4.2.1.2 Letter writing: friendly letters, notes, greeting cards, envelopes;
1.3.4.2.1.3 Factual writing: announcements, directions, lists, labels, notes, forms.

1.3.4.2.2 Grades 5-6
Content areas to be developed include--

1.3.4.2.2.1 Expressional writing: reactions to books, music, stories, experiences, poems, editorials, stories, titles;
1.3.4.2.2.2 Letter writing: friendly letters, business letters, greeting cards, envelopes;
1.3.4.2.2.3 Factual writing: announcements, directions, expositions, note-taking, outlines, summaries.

1.3.4.3 Spelling

1.3.4.3.1 Grades 3-4
Content areas to be developed include Levels 2, 3 in the course of study, as well as other words, word study, word building, dictionary skills, and proofreading skills.
1.3.4.3.2 Grades 5-6
Content areas to be developed include words from levels 4,5, and 6 in course of study, as well as other words, word study, word building, dictionary skills, and proofreading skills.

1.3.4.4 Handwriting
Content areas to be developed include manuscript writing, and transition to cursive writing.

1.3.4.5 Usage and Grammar
Content areas to be developed include sentence and paragraph structure, correct usage, capitalization, punctuation.

1.4 Readings

1.4.1 General Language Arts

All relevant publications of the New York City Board of Education. These include, but are not limited to:

- Curriculum Bulletins (Early Childhood Education, General Language Arts, etc.)
- Curriculum Guides (General Language Arts, PreK-6)
- Courses of Study, Revised Courses of Study (General Language Arts)

Bereiter, Carl, and Engelmann, Siegfried. Language Learning Activities for the Disadvantaged Child. New York: Anti-Defamation League of B'nai B'rith, 1967.

1.4.2 Reading

Bond, Guy L., and Wagner, Eva Bond. Teaching the Child to Read. Fourth edition. New York: Macmillan Co., 1966.

Herrick, Virgin E., and Jacobs, Leland B., editors. Children and the Language Arts. Englewood Cliffs, N.J.: Prentice-Hall, 1955.

Lee, Doris M., and Allen, R.V. Learning to Read through Experience. Second edition. New York: Appleton-Century-Crofts, 1963.

Reeves, Ruth. The Teaching of Reading in Our Schools. New York: Macmillan Co., 1966.

Russel, David H., and Karp, Etta E. Reading Aids through the Grades: Three Hundred Developmental Reading Activities. Revised and Enlarged. New York: Bureau of Publications, Teachers College, Columbia University, 1951.

Strickland, Ruth. The Language Arts in the Elementary School. Boston: D.C. Heath,1957.

Wills, Clarice de Chent, and Stegeman, William N. Living in the Kindergarten. Second edition. Chicago: Follett, 1956.

1.4.3 Spelling

All relevant publications of the New York City Board of Education. These include, but are not limited to:

- Curriculum Bulletins (Early Childhood Education, Spelling, etc.)
- Curriculum Guides (Spelling, PreK-6)
- Courses of Study, Revised Courses of Study (Spelling)

1.4.4 Handwriting

All relevant publications of the New York City Board of Education. These include, but are not limited to:

Curriculum Bulletins (Early Childhood Education, Handwriting)
Curriculum Guides (Handwriting PreK-6)
Courses of Study, Revised Courses of Study (Handwriting)

1.5 Activities

1.5.1 Log one child's behavior on one day under the following headings: observing, listening, speaking, reading. (Remember that these occur in connection with content from many curriculum areas, such as music, art, and social studies.)

1.5.2 Examine the cooperating teacher's plan for the week in the area of language arts. List specific blocks of instruction together with time allotments. Note the integration of learning activities with other curriculum areas.

1.5.3 Read or tell a story to a small group of children; read a story to the entire class. Use puppets, dolls, or other materials.

1.5.4 Make a booklet of five listening games used by the cooperating teacher or devised by student teacher. Test these games with small groups of children.

1.5.5 Use a tape recorder as children react to a new or different toy. Note the form of their conversation: sentence length, usage, fluency, and range of vocabulary.

1.5.6 For one week, engage in personal conversation five minutes daily with two children, one of whom is verbal and the other, noncommunicative. Notice whether any changes occur by the end of the week as far as the children's ease and willingness to communicate are revealed.

1.5.7 Observe the cooperating teacher communicating with the class or with individual children. Note the manner in which he listens to the children; how he adapts speaking rate, volume, and content to groups and to individuals; how much opportunity is given to the children to express themselves; the direct instruction given in listening or speaking.

1.5.8 Get an overall picture of the reading program at the school assigned,by interviewing the reading specialist or the supervisor in charge of the reading program. Note some of the methods in use in the school as a whole and particularly in the classroom. Observe the percentage of reading time spent on experimental reading, skill teaching, basal reading, independent activities, and literary appreciation. Give an example of each form of reading activity as evidenced in your classroom.

1.5.9 Prepare a series of lessons to be given to a small group of children; let each lesson be an example of one of the phases of reading: readiness, basal, word skill, literature appreciation. Present one such lesson daily to a group of children, or to the class.

1.5.10 Make a survey of school reading materials available for the class assigned.

1.5.10.1 Organization of the survey information might be as follows:
Bibliographic entry for all materials

Basal System for Beginning Readers in Grade 1
Basal System for Beginning Readers in Grade 2
Word Analysis Skill Materials
Comprehension Skill Materials
Independent Activities Materials: Library books, children's newspapers or magazines, other material
Instruments for Formal and Informal Evaluation
Professional Books in Reading and Literature

2. Teaching of Social Studies

2.1 Social Studies, Grades PreK-2

2.1.1 Introduction

The young child who is entering school for the first time has already learned some things about himself, his home, and the world around him. If he has attended a day care center, a summer day camp, or a nursery school, he has had additional opportunities for some basic experiences,i.e., development of self-image and adaptation to a group other than the family.

2.1.2 Objectives

2.1.2.1 To teach concepts rather than the accumulation of information

2.1.2.2 To teach children to ask questions, to use materials of many types in obtaining answers, and to evaluate answers before coming to a conclusion

2.1.2.3 To develop ability to use resources of many types

2.1.2.4 To develop skills and simple research techniques

2.1.2.5 To provide the child with the skills and knowledge needed for the understanding and handling of his problems in the world

2.1.2.6 To provide for the teaching of geography, history, civics, and current affairs through social living activities of the pupils

2.1.3 Scope and Sequence

NOTE: The social studies program for early childhood grades is not a separate arrangement of content and experience; instead, it is part of the entire curriculum (all school experiences). However, to facilitate use by the teacher, a theme for each grade level is given with suggested subordinate topics.

2.1.3.1 Prekindergarten

2.1.3.1.1 Orientation to the World in Which We Live

We relate to people developing individuality and self-respect.
We participate in responsibilities, while anticipating future rewards.
We observe how changes in weather affect what we do.
We realize that some people and places are nearby and some are faraway.
We understand that some days are special days.

2.1.3.2 Kindergarten

2.1.3.2.1 Our School and Home Environment

We live together in the classroom.

We live together in the school and its environment.
We learn how the family meets its needs.
We learn that some of our needs are met by people faraway.
We adapt to change.
We observe special days together at home and in school.

2.1.3.3 Grade One

2.1.3.3.1 Life in Our Community

We learn that: people live in groups; many workers supply many services; government supplies services to meet people's needs; communities are interdependent; changes occur in the community; communities observe special days.

2.1.3.4 Grade Two

2.1.3.4.1 Life in City Communities Around the World

We learn how people live in and around New York City; how people live in other cities in the United States; how people live in other cities of the world.
We study how communication brings people of the world closer together.
We study how transportation brings people closer together.
We see that people around the world observe days and customs.

2.1.4 Methods and Materials

2.1.4.1 While the unit approach to social studies is an effective form of organizing learnings in social studies, it is recommended that in the beginning, whole class teaching be used.

2.1.4.2 Focus in the beginning days may include the following:
2.1.4.2.1 Important events in the classroom, the school, the community;
2.1.4.2.2 Map skill lessons (map of room, school, community);
2.1.4.2.3 Lessons from stories in readers;
2.1.4.2.4 Audiovisual lessons;
2.1.4.2.5 Lessons based on walks in the school and community;
2.1.4.2.6 Topics suggested in Scope and Sequence (2.1.3).

2.1.4.3 The unit or theme should be increasingly emphasized by the teacher as he grows in competence.

2.2 Social Studies, Grades 3-6

2.2.1 Introduction

The child in grades 3-6 has even greater opportunity than the younger pupil to work independently in gaining new insights, understandings, and information in the area of social studies. He also has greater ability to use original documents as a source or information and to work with other pupils in obtaining answers to pivotal questions.

2.2.2 Objectives

(See 2.1.2)

2.2.3 Scope and Sequence

2.2.3.1 Grade Three

2.2.3.1.1 Cultures Around the World

How people live in the tropical rainforest (comparative case studies of the Indians of the Amazon River Valley and the Bantus of the Congo Basin)
How people live in the desert (comparative case studies of the Bedouins of the Arabian Desert and the people of the Negev)
How people live in the plains (comparative case studies of the plains Indians of the United States and the gauchos of the Argentine Pampas)
How people live in marine lands (comparative case studies of the people of the Netherlands and the Maoris of New Zealand)
How people live in mountain regions (comparative case studies of the people of the Swiss Alps and the Inca culture of the central Andes)
How man practices good citizenship
How man shows his inventiveness

NOTE: Other comparative case studies may be substituted for those listed above.

2.2.3.2 Grade Four

2.2.3.2.1 American People and Leaders: How the United States Began and Grew (Biographical studies of leaders and ethnic contributions)

How people discovered and explored the Americas
How people settled and developed colonies in North America
How people established the United States of America
How people developed America (to 1900)
How people have been leading the citizens into the "Great Society"

2.2.3.3 Grade Five

NOTE: Grades 5 and 6 comprise a two-year sequence.

2.2.3.3.1 The World: Geographic and Economic Studies

How the people of the United States use their geography
What the people of Canada are doing with their geography
How Latin Americans use modern technology
How the people of Europe are developing new economic relationships in the light of modern geography
How the people of Asia are using their geography or
How the people of Africa are using their geography.

2.2.3.4 Grade Six

2.2.3.4.1 The World: Early Civilizations

How modern man developed
How man learns about the past
How western civilization developed
(Select two of the following four themes)
How civilization developed in India
How civilization developed in China
How civilization developed in Pre-Columbian America
How civilization developed in Africa

2.3 Readings

2.3.1 Student

All relevant publications of the New York City Board of Education. These include, but are not limited to:
Curriculum Bulletins (Early Childhood Education, Social Studies, etc.)
Curriculum Guides (Social Studies, PreK-6)
Courses of Study, Revised Courses of Study (Social Studies)

2.3.2 Instructor

Association for Early Childhood Education International. Basic Human Values for Childhood Education. Washington, D.C.: the Association, 1962.

Play Schools Association, Inc. Trips for Children. Revised edition New York: the Association, 1964.

2.4 Activities

2.4.1 List the many ways in which some aspect of social studies is being taught to pupils on any one given day.

2.4.2 Make a simple map of the classroom or school block to develop with pupils in grades 1 or 2.

Be ready to explain

- 2.4.2.1 What work may be done by the children prior to making such a map;
- 2.4.2.2 How and when the map may be made by pupils;
- 2.4.2.3 How the map may be used.

2.4.3 Select subtopics in the course of study the pupils in the class are discussing or will discuss next; for these subtopics, prepare a scrapbook which will be of value to the children.

2.4.4 Be ready to explain how such a book can be used, how one can initiate such a project with the children.

3. The Teaching of Mathematics

3.1 Mathematics, PreK-2

3.1.1 Introduction
The apprentice teacher must be knowledgeable in the pertinent mathematics as well as the correct mathematical terminology before planning to teach this area of the curriculum.

3.1.2 Objectives
- 3.1.2.1 To develop mathematical concepts in early childhood
- 3.1.2.2 To enable the child to perceive the mathematical content arising from materials and experiences
- 3.1.2.3 To cause the child's use of mathematical terminology through the teacher's use of correct mathematical language

3.1.3 Scope and Sequence

3.1.3.1 Pre-Kindergarten; Grade 1

- 3.1.3.1.1 Number games; readiness for numbers
- 3.1.3.1.2 One to one correspondence between sets of objects
  - 3.1.3.1.2.1 Perception of the number of objects in a set and its subsets: counting, combining, and separating
  - 3.1.3.1.2.2 Perception of the number in a set and its subsets without counting
- 3.1.3.1.3 Number line concepts (early level of development)
- 3.1.3.1.4 Geometric concepts and fractional parts; exploration and experimentation with geometric concepts and fractional parts

3.1.3.2 Grade 2

- 3.1.3.2.1 Development of concepts, judgments, and a language pertinent to measurement (nonstandard and some standard units of measure)
- 3.1.3.2.2 Development of concepts of numbers and numerals; the many names of numbers
- 3.1.3.2.3 Development of a deeper understanding of the natural order of whole numbers
- 3.1.3.2.4 Development of concept of operations: "Adding is the putting together, the combining, the joining of groups into one group." "Subtraction is the separation of a group into two subgroups."
- 3.1.3.2.5 Experience with fractional parts of real things in actual situations

3.1.4 Methods and Materials

3.1.4.1 Methods

3.1.4.1.1 Mathematical ideas are emphasized with children of various levels of development through a workshop play center.

3.1.4.1.1.1 Prekindergarten and kindergarten emphasize work with the individual child.

3.1.4.1.1.2 Grades 1 and 2 emphasize small group work.

3.1.4.1.1.3 Continuous opportunity is afforded the teacher in eliciting appropriate mathematical concepts from materials being used.

3.1.4.2 Materials

3.1.4.2.1 Classroom materials may include large blocks, table blocks, science materials, dishes, table games, wheels, nuts and bolts, containers, napkins, straws, and like objects.

3.1.4.2.2 Materials from the home may include boxes, cans, buttons, food items, science items.

3.1.4.2.3 Environmental material can be drawn from among such things as number names on school buses, automobile license plates, street signs, apartment buildings.

3.1.4.2.4 Nursery rhymes, stories, readers, etc., often can lend themselves to mathematical experiences.

3.2 Mathematics, Grades 3-6

3.2.1 Introduction
(See 3.1.1)

3.2.2 Objectives

3.2.2.1 To develop skill and speed in arithmetic computation

3.2.2.2 To understand and develop number concepts (sets, set relations, set operations)

3.2.2.3 To present algebraic concepts including the study of number sentences, true/false, open; (in the case of open sentences, their truth sets and their graphs); the concept of variables and operations upon variables

3.2.2.4 To give children a rich background of experiences with geometry in order to enrich their intermediate and secondary school mathematics

3.2.3 Scope and Sequence

3.2.3.1 Commutative, associative, and distributive laws; multiplicative property of 1; the additive and multiplicative properties of zero; arithmetic of signed numbers

3.2.3.2 The comparison of:

3.2.3.2.1 Modular arithmetic, based on primes and nonprimes
3.2.3.2.2 Finite fields

3.2.3.3 Prime numbers and factoring; Euclidean algorithm
3.2.3.4 Greatest common divisor
3.2.3.5 Explicit study of the decimal system of notation including comparison with other bases and mixed bases (e.g. miles, yards, feet, inches)
3.2.3.6 Study of algorithms for adding, subtracting, multiplying, and dividing both integers and rational numbers, including original algorithms constructed by the pupils themselves
3.2.3.7 Methods for checking and verifying correctness of answers by independent work
3.2.3.8 Experience in approximations, estimates, scientific notation, and orders of magnitude
3.2.3.9 Simple algebraic equations and inequalities
3.2.3.10 Mensuration formulas for familiar figures
3.2.3.11 Approximate determination of π by measuring circles
3.2.3.12 Latitude and longitude
3.2.3.13 Explicit study of the relation of open sentences and their truth sets
3.2.3.14 Empirical investigation of many-times-repeated random events

3.2.4 Methods and Materials
(See 3.1.4)

3.3 Mathematics and Related Curriculum Areas

3.3.1 Language Arts
Growth in mathematical concepts is dependent upon the child's growth in the language arts. Observation, listening, verbalization, as well as ability to understand the written symbol, will foster growth in mathematics.

3.3.2 Science
Freedom to experiment, to discover for oneself, to experience, with time to internalize the experience will have a direct effect on growth in mathematical concepts as well as in science.

3.4 Readings

3.4.1 Student

All relevant publications of the New York City Board of Education. These include, but are not limited to:
Curriculum Bulletins (Early Childhood Education, Mathematics, etc.)
Curriculum Guides (Mathematics, PreK-6)
Courses of Study, Revised Courses of Study (Mathematics)

U.S. Department of Health, Education, and Welfare, Office of Education, Circular No. 741. Aids for Mathematics Education: Space-Orientated Mathematics for Elementary Grades. Washington, D. C.: Government Printing Office, 1964.

3.4.2 Instructor

Bruner, J.S. The Process of Education. Cambridge, Mass.: Harvard University Press, 1960.

New York State Department of Education. A Parents Guide to Elementary School Mathematics. Albany: the Department, 1966.

Piaget, Jean. The Child's Conception of Number. New York: Routledge, 1952.

Stern, Catherine, Children Discover Arithmetic. New York: Harper and Row, 1949.

3.5 Activities

3.5.1 Record a 10-or 15-minute segment of the actions of two or three children in the play house area. Cite implications for teaching mathematics; describe possible teacher activities with such a group.

3.5.2 Describe the classroom's material which might be utilized to teach concept of size.

3.5.3 Plan a mathematics lesson integrated with science for the particular children or group of children in the class you have been assigned. Consideration should be given to age and previous experience, as well as where the lesson fits within the day's activities.

4. The teaching of Science

4.1 Science, PreK-2

4.1.1 Introduction

Science meets the needs of all children since it offers them opportunities to explore, manipulate, and discover as they try to find the what, how, and why of the world around them. Children are natural scientists with a continuing "why" which leads them to question; to investigate; to see "what happens if...?"; to manipulate--with fingers, arms, legs, and total body; to observe--with all their senses; to classify--by collecting, selecting, grouping, and comparing; to report--by telling and showing.

4.1.2 Objectives

4.1.2.1 To enable children

- 4.1.2.1.1 To state problems
- 4.1.2.1.2 To suggest ways to solve a problem
- 4.1.2.1.3 To set up experiments
- 4.1.2.1.4 To manipulate materials
- 4.1.2.1.5 To record data
- 4.1.2.1.6 To interpret data
- 4.1.2.1.7 To generalize from the results of an experiment
- 4.1.2.1.8 To state new concepts
- 4.1.2.1.9 To apply concepts learned

4.1.3 Scope and Sequence

Since the placement, depth and duration of any science topic depends on many variables (pupil interest, unexpected happenings, etc.), there is no one best sequence for the topics listed. Science concepts often do hold a logical sequence, and the teacher should rely on this in planning topics.

4.1.3.1 Prekindergarten

4.1.3.1.1 Exploration of scientific principles in relation to--

- Weather
- The sandbox
- Wheels
- Building with blocks
- Body movement
- Sounds
- Pets
- Magnets
- A pan of water
- Seeds and plants
- Ways to collect things
- Things that fly.

4.1.3.2 Grades K-2

4.1.3.2.1 Exploration of scientific principles in relation to--

- Magnetism and electricity
- Earth in space
- Living things
- Sound and light in communication

Weather
Motion and force in transportation
Earth and its resources

4.1.4 Methods

4.1.4.1 Process (The child measures the length and direction of a given shadow at different times) is combined with knowledge (The child generalizes that the sun changes its position in the sky during the day) in developing science learnings. While children are discovering, they should be finding out some things which, for one reason or another, they want and need to know.

4.1.4.2 Many process of scientific investigations can be utilized in science learnings.

4.1.4.2.1 Questioning affords opportunity to

Draw on children's home experiences;
Lead to trips and surveys;
Lead to close observation;
Provoke experimentation;
Help children group and classify;
Lead to measurement and collecting of data;
Challenge children to propose ways of finding out;
Ask children to predict;
Challenge children to propose explanations.

4.1.4.2.2 Experimenting differs from experiencing in that an experiment is a cooperatively developed enterprise of teacher and children using appropriate materials to find the answer to a particular problem.

4.1.4.2.2.1 Guidelines for experimentation

Use a control;
Test only one variable at a time;
Record, report, and summarize results of experiment.

4.1.4.2.3 Predicting includes the proposing and testing of predictions.

4.1.4.2.4 Observing makes use of all the senses.

4.1.4.2.5 Interpreting includes identification of sensory stimuli; comparison of sizes, weights, shapes, textures, etc., of common objects;differentiation of one stimulus from another; observation of changes in color, size, odor, state, shape, and position.

4.1.4.2.6 Measuring includes planned instruction in the process of measurement so that the child understands the concept.

4.1.4.2.7 Keeping records includes written materials, maps, photographs, tape recordings, drawings, graphs, and records of collections of objects.

4.1.4.2.8 Classifying involves collecting and organizing things.

4.1.4.2.9 Generalizing is based on the observations, experiences, and experiments of the children; it involves careful, critical thinking.

4.1.5 Materials and Resources

Sources of materials include the following:

4.1.5.1 The school: magnets, magnifying glasses, thermometers, etc.
4.1.5.2 The kindergarten: blocks, paints, toys, etc.
4.1.5.3 The classroom: window pole, paper, paper clips, drinking straws, empty milk cartons, etc.
4.1.5.4 The child: empty spools, leaves, pebbles, plastic containers, shoe boxes, etc.
4.1.5.5 Neighborhood stores: hardware, variety, and pet stores, etc.
4.1.5.6 Neighborhood environment: gardens, parks, beaches, ponds, streams, construction sites, hills, vacant lots, rocks, soil, waterfront, animals, sounds, sights, odors, machines at work, transportation, focus of artificial light, etc.
4.1.5.7 The school garden
4.1.5.8 Museums, the ASPCA, botanical gardens, the zoo, etc.
4.1.5.9 Audiovisuals: chalkboard, felt board, bulletin board, motion pictures, filmstrips, transparencies, magazines, newspapers, charts and models, radio, tape recordings, phonograph records, television

4.2 Science, Grades 3-6

4.2.1 Introduction
(See 4.1.1)
4.2.2 Objectives
(See 4.1.2)
4.2.3 Scope and Sequence (arranged for each grade under topic)

4.2.3.1 Magnetism and Electricity
Grade 3: Electricity in everyday life
Grade 4: Direction tendency with a compass
Grade 5: Batteries and bulbs
Grade 6: The generating of electricity, the study of electromagnets, generators, and the electric motor
4.2.3.2 Earth in Space
Grade 3: The earth and the sun
Grade 4: Earth's nearest neighbor in space: the moon
Grade 5: The solar family
Grade 6: (see 4.2.3.8)
4.2.3.3 Living Things
Grade 3: The needs of plants and animals
Grade 4: Acquisition of new plants
Grade 5: The interrelationship of living things
Grade 6: Reproduction in animals and plants

4.2.3.4 Sound and Light in Communication
- Grade 3: Manner in which sounds are made
- Grade 4: Manner in which sounds travel and are recorded
- Grade 5: Light reflection
- Grade 6: Lenses and cameras

4.2.3.5 Weather
- Grade 3: Observation and measurement of weather changes
- Grade 4: Weather and climate from season to season
- Grade 5: Weather from place to place
- Grade 6: (see 4.2.3.8)

4.2.3.6 Motion and Force in Transportation
- Grade 3: Friction, gravity, and motion
- Grade 4: Efficiency in motion
- Grade 5: Principles of motion, transportation
- Grade 6: (see 4.2.3.8)

4.2.3.7 The Earth and Its Resources
- Grade 3: Rocks; their use
- Grade 4: Water
- Grade 5: Ways in which man can change minerals
- Grade 6: (see 4.2.3.8)

4.2.3.8 Special Unit for Grade 6: Aerospace (includes above topics)
- The atmosphere
- Ways in which man can leave the earth
- Weather and flight
- Space exploration

4.2.4 Methods
(See 4.1.4)

4.2.5 Materials and Resources
(See 4.1.5)

4.3 Science and Related Curriculum Areas

4.3.1 Reading

4.3.1.1 Vocabulary development, oral and written
4.3.1.2 Experience charts, oral and written reports, graphs
4.3.1.3 Exhibits for class and school with titles, captions, labels, descriptive texts

4.4 Readings

4.4.1 Student

All relevant publications of the New York City Board of Education. These include, but are not limited to:

- Curriculum Bulletins (Early Childhood Education, Science, etc.)
- Curriculum Guides (Science, PreK--6)
- Courses of Study, Revised Courses of Study (Science)

Hennessy, David E. Elementary Teacher's Classroom Science Demonstration and Activities. Englewood Cliffs, N.J.: Prentice-Hall, 1964.

4.4.2 Instructor

Association for Childhood Education International. Young Children and Science. Washington, D.C.: the Association, 1961.

Blough, Glenn O., and Schwartz, Julius. Elementary School Science and How to Teach It. Third edition. New York: Holt, Rinehart & Winston, 1964.

Hochman, Vivienne, and Greenwald, M. Science Experiences in Early Childhood Education. New York: Bank Street Publication, 1964.

Navarra, John G. The Development of Scientific Concepts in a Young Child. New York: Bureau of Publications, Teachers College, Columbia University, 1955.

Tannenbaum, Harold E; Stillman, Nathan; and Pilz, Albert. Science Education for Elementary School Teachers. Second edition. Boston: Allyn & Bacon, 1965.

4.5 Activities

4.5.1 Over a period of two days, listen to and record questions children ask which require scientific explanations. Outline a lesson plan for answering two of these questions.

4.5.2 Observe a science lesson. Describe its aims and objectives, methods and materials, outcomes.

4.5.3 Evaluate the above science lesson in relation to its suitability to age of child, interest and involvement of the children, aspects of lesson which could be improved, aspects of lesson worthy of use again.

4.5.4 Plan and teach a lesson (e.g., magnetism) first to a kindergarten class, then to a second-grade class.

5. The Teaching of Art

5.1 Art, PreK-2

5.1.1 Introduction

5.1.1.1 Art is not so much a subject matter as it is a creative way of doing things--a way which enlists the imagination of the child and impels him to learn more about things and to interpret and judge them from his own experience.

5.1.1.2 Progress in art will be consonant with the child's natural stages of mental, emotional, and manipulative development. Although the urban child often suffers serious social handicaps, his own art may become his most direct and gratifying form of expressing ideas and feelings. The teacher must judge each child's readiness for new media and new experiences in terms of individual accomplishment, interest span, imagination, ingenuity, and self-reliance.

5.1.1.3 There are two major types of art experience in the program: the experience of expressing feelings and ideas through painting, drawing, and poster designing; and the experience of designing and constructing, using various materials.

5.1.2 Objectives

5.1.2.1 To develop the child's inventiveness, through experimentation with varied materials

5.1.2.2 To enable the child to plan and to make articles of original design and construction, thus finding means of self-realization

5.1.2.3 To develop awareness of the values of planning, orderliness, and care of materials

5.1.2.4 To develop personal sensitivity, taste, and reliance on one's own judgement

5.1.2.5 To afford the child opportunity for the constructive release of feelings

5.1.2.6 To tap the inner resources of the child in such a way that his appreciation is broadened, he is given a sense of personal satisfaction and confidence, thus often developing a lifelong interest

5.1.2.7 To develop the whole child through integration of his physical, mental, and emotional capacities

5.1.3 Scope and Sequence

NOTE: When materials and methods are integral to this organization of scope and sequence, they are here listed.

5.1.3.1 Developmental Stages in Art Activities
Studies of children's art work reveal that children pass through stages of growth and development in each medium. In grades PreK through 2, the stages are generally identified as the following:

5.1.3.1.1 Manipulative and exploratory: the child, through handling and trying out specific materials, gets the feel of them and discovers what can be done with them;

5.1.3.1.2 Intuitive design: the child gradually combines materials, colors, etc., to form simple and often nonrealistic arrangements or designs;

5.1.3.1.3 Intended or conscious design: the child at this stage has in his mind something definite he wants to do with the materials at hand.

5.1.3.2 Painting

5.1.3.2.1 Materials
Tempera paint, 1" and 1/2" bristle brushes, newsprint, easels or oilcloth, covered tables, capped containers for paint, tall containers for brushes, sponges, manila paper, plastic iced-tea spoons, container for water, paper towels, newspaper

5.1.3.2.2 Methods

5.1.3.2.2.1 Motivation of the child to experiment with one or two colors to beautify the paper

5.1.3.2.2.2 Design and pattern experiences, e.g., textile patterns in clothing

5.1.3.2.2.3 Experiences in storytelling pictures, motivated by stories or poems, unusual aspects of daily events, or dramatization of personal experience

5.1.3.3 Drawing

5.1.3.3.1 Materials
Large thick crayons, colored chalks, felt markers, "cray-pas", manila paper, newsprint, white drawing paper, construction paper, envelopes, wrapping paper.

5.1.3.3.2 Methods

5.1.3.3.2.1 Motivation and discussion on such topics as the following:

Familiar experiences which provide for individual interpretation (family, holiday)
The world of make believe
Storybook subjects (Cinderella, etc.)
Trips (to the zoo, etc.)

5.1.3.4 Modeling with Clay
    5.1.3.4.1 Materials
        Dough, self-hardening papier-mache, self-hardening clay, ceramic clay, clay boards, plastic forks and spoons, assorted sizes of wooden sticks, small column block for rolling pin, small cookie cutters, air-tight plastic bags
    5.1.3.4.2 Methods
        5.1.3.4.2.1
        Manipulating of dough, etc.; discovery of how it can be shaped into three-dimensional forms; motivation to create intended object

5.1.3.5 Working with Paper and like Materials

    5.1.3.5.1 Materials
        Colored papers of various types, small cardboard boxes, assorted materials suitable for collage, i.e., gift wrapping paper, scraps of fabric, rounded-edge scissors, paste

    5.1.3.5.2 Methods
        5.1.3.5.2.1 The cutting, folding, creasing, rolling, measuring, fastening of shapes or forms; decoration of forms or articles
        5.1.3.5.2.2 Discussion of varieties of fabrics and varied uses
        5.1.3.5.2.3 Stitchery with a large wool darner, tapestry or jiffy needle threaded with wool, yarn, tinsel, ribbon, or thin cord

5.1.3.6 Building with Blocks

    5.1.3.6.1 Materials
        Assortment of standard unit and hollow blocks.

    5.1.3.6.2 Methods
        5.1.3.6.2.1 Encouragement of the child freely to experiment with the blocks themselves to discover what can be done with them; to make linear, wall, and floor-type structures, to bridge them, and to reinforce them with toys

5.1.3.7 Constructing with Wood and Other Materials

    5.1.3.7.1 Materials
        Manipulative toys, assorted small ready-cut wooden forms, found objects (spools, plastic boxes, cardboard and wooden boxes, metal trays or box tops), hammer, nails, white liquid all-purpose glue, tempera paints, brushes

5.1.3.7.2 Methods

5.1.3.7.2.1 Encouragement of the child to experiment with a few pieces of wood selected from an assortment
5.1.3.7.2.2 Encouragement of the child to use hammer and nails to fasten pieces together
5.1.3.7.2.3 Beginning in the child the idea of a specific object--e.g., a boat

5.1.3.8 Experiencing Puppets and Puppetry

5.1.3.8.1 Materials
Crayons, drawing paper, straws, tongue depressors, large paper bags, squares of cloth

5.1.3.8.2 Methods
5.1.3.8.2.1 Developing with the child the use of puppets in familiar or storybook situations to express ideas and feelings through play-acting
5.1.3.8.2.2 Encouragement of construction of puppets from a square of cloth, flat paper, a paper bag, a sock, stocking, or mitten

5.1.4 Methods and Materials
(See 5.1.3)

5.2 Art, Grades 3-6

5.2.1 Introduction
(See 5.1.1)
5.2.2 Objectives
(See 5.1.2)
5.2.3 Scope and Sequence (Note division of topic for Grades 3-4, 5-6.)

NOTE: Methods and materials are treated here as in 5.1.3.

5.2.3.1 Painting

5.2.3.1.1 Grades 3-4

One or two paintings using three or four colors
Use of brushes, 1/4 to 1 inch
Experimentation with colors and design
The mixing of colors by pupil
Subject matter paintings from child's experiences

5.2.3.1.2 Grades 5-6
Continued use of varied-sized brushes, including oxhair

The working with color in a variety of ways
Experimentation with color as related to moods and feelings
Discovery and story-telling painting

5.2.3.2 Drawing

5.2.3.2.1 Grades 3-4

Drawings resulting from shared experiences, fairy tales, other curriculum areas
Composition, detail, near and far elements, use of patterns, textures, colors

5.2.3.2.2 Grades 5-6
Drawings which express the child's growing sense of the structure of things with more effective expression of movement through the drawing of people and animals in action
The varying of color to give an effect of distance, to suggest spirit or mood through color, line quality, and composition
Use of materials which include crayons, colored chalks, "cray-pas," felt-nib pens, manila paper, bogus paper, white drawing paper, construction paper, envelopes, wrapping paper

5.2.3.3 Modeling with Clay

5.2.3.3.1 Grades 3-4

Experimentation, with the invention of simple, compact forms
Designing with slabs of clay

5.2.3.3.2 Grades 5-6
Experimental handling of clay which reveals more varied ideas, greater sensitivity to three-dimensional form and surface treatment

5.2.3.4 Making Posters

5.2.3.4.1 Grades 3-4

Understanding of the nature and purpose of posters as distinguished from paintings
Making of simple posters, including lettering

5.2.3.4.2 Grades 5-6

Use of posters to stimulate school activities
Use of various media, letterings, etc.

5.2.3.5 Working with Paper
Increasing skill in cutting, folding, creasing, rolling, measuring, fastening, shapes or forms, decorating forms or articles

5.2.3.5.1 Grades 3-4

Exploratory handling, i.e., tearing, twisting, curling, etc.
Use of assorted materials
Experiences with paper and paper boxes which challenge ingenuity and manual dexterity

5.2.3.5.2 Grades 5-6
Execution of more complicated designs, such as stiff-covered books and folders, boxes with attached lids, stage properties, costumes and accessories

5.2.3.6 Using Cloth Trimmings, Yarns, Fibers

5.2.3.6.1 Grades 3-4

Stitchery
Sock toys
Pattern-making
Weaving

5.2.3.6.2 Grades 5-6
Stitchery
Pattern-making
Weaving
Hooking

5.2.3.7 Constructing with Wood and Other Materials

5.2.3.7.1 Grades 3-4

Making of toys, games, etc. with finished surface

5.2.3.7.2 Grades 5-6

Original constructions and increased skill in the use of tools, including hand drills and screw drivers
Improved use of texture, color, design

5.2.3.8 Experiencing Puppets and Puppetry

5.2.3.8.1 Grades 3-4

Puppet heads of papier-mache

5.2.3.8.2 Grades 5-6

Puppet heads from various materials
Puppets with moveable parts
Costumes
Puppet stage construction

5.2.4 Methods and Materials
(See 5.2.3)

5.3 Resources (in addition to those sources for materials listed above)

- 5.3.1 The school, the neighborhood
- 5.3.2 The family
- 5.3.3 Curriculum areas
- 5.3.4 Trips, holidays

5.4 Art and Related Curriculum Areas

5.4.1 Social Studies

- 5.4.1.1 The neighborhood, community helpers

5.4.2 Mathematics

- 5.4.2.1 Exploration and understanding of placement, size, weight, shape, and distance
- 5.4.2.2 Number facts

5.4.3 Language Arts

- 5.4.3.1 Expression of personal ideas and feelings through art
- 5.4.3.2 Story-telling pictures
- 5.4.3.3 Use of puppetry as a medium for language arts
- 5.4.3.4 Expression of personal interests and thoughts of the non-English child

5.4.4 Science

- 5.4.4.1 Spirit of inquiry
- 5.4.4.2 Opportunity to test a variety of solutions before arriving at the final answer

5.4.5 Music

- 5.4.5.1 Use of puppets with music
- 5.4.5.2 Drawings motivated by songs

5.5 Readings

5.5.1 Student
All relevant publications of the New York City Board of Education

These include, but are not limited to:
Curriculum Bulletins (Early Childhood Education, Art, etc.)
Curriculum Guides (Art, PreK-6)
Courses of Study, Revised Courses of Study (Art)

Association for Childhood Education International. Art For Children's Growing. Washington, D.C.: the Association, 1959.

_________. Creating With Materials for Work and Play. Washington, D.C.: the Association, 1962.

Lowenfeld, Viktor. Your Child and His Art. New York: Macmillan, 1954.

5.5.2 Instructor
(See 5.5.1)

5.6 Activities

5.6.1 Observe art activities using three different media. Describe in detail the motivation and reaction of the children, routines and procedures for the distribution and use of materials, and procedures for cleanup and return of supplies.
5.6.2 Outline briefly but clearly (step by step) six art lessons using different media.
5.6.3 Prepare a manual (scrapbook) of ten art lessons, excluding painting and drawing. Include careful directions and a sample of the product to be made. The book will provide some "instant" resources for the first teaching year.

6. The Teaching of Music

6.1 Music, PreK-2

6.1.1 Introduction

Each teacher in the early childhood grades is responsible for the teaching of music. For each child, the music program involves presentation of and opportunities for many musical experiences: singing, listening, moving to music, creating, and playing rhythm and tonal instruments.

6.1.2 Objectives

6.1.2.1 To enable music to be a part of each child's day, each child's life

6.1.2.2 To generate a love and appreciation of music through experience and participation in music appreciation

6.1.2.3 To enable music to support other areas of the curriculum

6.1.3 Scope and Sequence

6.1.3.1 Singing experiences

Learning to sing
Singing in conversation
Learning rote songs

6.1.3.2 Rhythmic experiences

Learning to move to the rhythm of music
Recognizing variations in accent and beat

6.1.3.3 Listening experiences

Developing pitch consciousness
Recognizing phrases
Listening for appreciation

6.1.3.4 Playing experiences

Playing simple percussion instruments
Playing in rhythm band
Making simple instruments

6.1.3.5 Creative experiences

Initiating rhythmic response
Humming or chanting a musical phrase while at play, or in informal situations
Using conversational calls and messages
Playing tunes on xylophone, experimenting with melody bells

6.1.4 Methods and Materials

6.1.4.1 The chief method in developing musical learning is participation. Participation should be characterized by

6.1.4.1.1 A chance for success;
6.1.4.1.2 Overlapping of several learning areas.

6.1.4.2 Materials may include pitch pipes, records, phonographs, tape recorders, rhythm instruments, melody bells, xylophones, song flutes, and music texts.

6.2 Music, Grades 3-6

6.2.1 Introduction
(See 6.1.1)
6.2.2 Objectives
(See 6.1.2)
6.2.3 Scope and Sequence (Note division of material for Grades 3-4, 5-6.)

6.2.3.1 Singing experiences

6.2.3.1.1 Grades 3-4

Learning to sing
Enjoying folk singing, question and answer singing, etc.
Beginning to learn to read music

6.2.3.1.2 Grades 5-6

Learning to sing in tune
Singing different kinds of songs (rote, etc.)
Developing music reading techniques
Developing readiness for part singing

6.2.3.2 Rhythmic experiences

6.2.3.2.1 Grades 3-4

Moving to music
Developing rhythmic responses
Developing rhythmic techniques
Appreciating social values through group rhythmic response

6.2.3.2.2 Grades 5-6
(See 6.2.3.2.1)

6.2.3.3 Listening experiences

6.2.3.3.1 Grades 3-4

Recognizing pitch variation
Recognizing musical form
Recognizing instruments of the orchestra
Interpreting rhythmic patterns in songs and recorded selections
Appreciating music of various types

6.2.3.3.2 Grades 5-6

Recognizing pitch variations, musical form, instruments of the orchestra
Interpreting rhythmic patterns in songs and recordings
Appreciating music of various types, countries, composers

6.2.3.4 Playing experiences

6.2.3.4.1 Grades 3-4

Playing simple percussion instruments
Playing simple wind instruments
Performing in song flute and recorder ensembles
Screening for orchestra training classes

6.2.3.4.2 Grades 5-6

Playing simple percussion instruments
Playing simple wind instruments
Playing melody and rhythm instruments from score
Developing instrumental ensembles
Beginning to learn orchestral instruments

6.2.3.5 Creative experiences

6.2.3.5.1 Grades 3-4

Singing interpretatively, using conversational songs, question and answer songs
Creating rhythms and rhythmic patterns based on responses to songs and stories, movement and instruments
Choosing musical selections for specific events
Evaluating of school concerts and performances by fellow students
Developing musical tastes
Choosing a rhythm instrument to embellish a song, or a song flute accompaniment to a song
Creating new tunes to familiar songs on familiar instruments
Composing short melodies

6.2.3.5.2 Grades 5-6

Singing song parodies, tunes for a poem
Choosing songs for plays and performances
Working out rhythmic and dramatic interpretations of songs, dances, and recorded music
Creating and playing accompaniments with simple instruments, ensembles to accompany songs
Providing background for drama
Reporting on concerts
Composing, improvising, rhythmic patterns, chanting

6.2.3.6 Group experiences (for all grades)

6.2.3.6.1 The assembly program
6.2.3.6.2 The instrumental music program

6.2.4 Methods and Materials
(See 6.1.4)

6.3 Readings

6.3.1 Student

All relevant publications of the New York City Board of Education. These include, but are not limited to:

- *Curriculum Bulletins* (Early Childhood Education, Music, etc.)
- *Curriculum Guides* (Music, PreK-6)
- *Courses of Study, Revised Courses of Study* (Music)

6.3.2 Instructor

Andrews, Gladys. *Creative Rhythmic Movement for Children*. Englewood Cliffs, N.J.: Prentice-Hall, 1954.

Bailey, Eunice. *Discovering Music with Young Children*. New York: Philosophical Library, 1958.

McMillan, Eileen. *Guiding Children's Growth Through Music*. Boston: Ginn, 1959.

Sheehy, Emma D. *Children Discover Music and Dance: A Guide for Parents and Teachers*. New York: Holt, Rinehart, & Winston, 1951.

6.4 Activities

6.4.1 Learn two rote songs appropriate for each grade, PreK-2.
6.4.2 Start a music notebook that is to have songs, rhythms, lists of recordings, etc., appropriate for each age group.

7. The Teaching of Health Education

7.1 Health Education, PreK-2

7.1.1 Introduction

There are three phases to the health education program:
7.1.1.1 Health guidance
7.1.1.2 Health instruction
7.1.1.3 Physical activities

7.1.2 Objective

7.1.2.1 To develop each child's physical well-being in order to promote his entire well-being: physical, emotional, mental, social

7.1.3 Scope and Sequence

7.1.3.1 Health Guidance

7.1.3.1.1 Health guidance procedures are designed--

- 7.1.3.1.1.1 To determine health status of the child;
- 7.1.3.1.1.2 To obtain his cooperation and that of his parents in preventing the spread of communicable diseases;
- 7.1.3.1.1.3 To secure the correction of remedial physical defects.

7.1.3.1.2 The school health program uses--

- 7.1.3.1.2.1 Daily health observation;
- 7.1.3.1.2.2 School health days;
- 7.1.3.1.2.3 Cumulative health card to study past history and record current data;
- 7.1.3.1.2.4 Varied means for recognition of physical and emotional problems.

7.1.3.2 Health Instruction

7.1.3.2.1 Topics of instruction include--

- 7.1.3.2.1.1 The physical environment;
- 7.1.3.2.1.2 Cleanliness and health protection;
- 7.1.3.2.1.3 Foods and eating practices;
- 7.1.3.2.1.4 Body structure and function;
- 7.1.3.2.1.5 Dental health;
- 7.1.3.2.1.6 Care of the eyes;
- 7.1.3.2.1.7 Sleep and rest;
- 7.1.3.2.1.8 Safety and first aid.

7.1.3.3 Physical Activities

7.1.3.3.1 In the physical activity program, children are helped to build muscle tone and develop good carriage.

7.1.3.3.2 The activities program is planned according to the child's stage of development, and is related to age, body build, and neuromuscular control.

7.1.3.3.3 Activities include expressive movement (movement patterns, rhythms, creative activities, themes, song plays, folk dances), games for the classroom, self-testing activities, athletics, and games.

7.1.4 Methods and Materials

7.1.4.1 Health Guidance
(Contained in 7.1.3.1)

7.1.4.2 Health Instruction

7.1.4.2.1 Health teaching should be informal, based on situations as they occur.

7.1.4.2.2 Planned activity is essential to give the child a well rounded background of basic information. Discussion and unit activities can be used as principal techniques.

7.1.4.3 Physical Activities
(See 7.1.3.3.3)

7.2 Health Education, Grades 3-6

7.2.1 Introduction
(See 7.1.1)
7.2.2 Objectives
(See 7.1.2)
7.2.3 Scope and Sequence

NOTE: Health Guidance and Health Instruction are combined in the scope and sequence of topics in the curriculum area. Methods and materials are described herein also.

7.2.3.1 The Physical Environment

7.2.3.1.1 Daily routines aim to develop desirable attitudes and habits related to the disposal of fruit skins, nut shells, candy wrappers, tissues, and other waste materials in school, on the street, and in public conveyances.

7.2.3.1.2 Emphasis is placed on the factors that provide good lighting and heating, the proper way to ventilate a room, and the importance of assuming responsibility in helping to keep rooms at home neat and clean.

7.2.3.2 Cleanliness and Health Protection

7.2.3.2.1 Reasons for health practices should be presented.
7.2.3.2.2 Increased responsibility for personal cleanliness and for protecting one's own health as well as the health of others should be expected.
7.2.3.2.3 Interest in acceptance as members of a group may serve as motivation for maintaining desirable standards of neatness, cleanliness, as well as for cooperating in measures that afford protection.

7.2.3.3 Foods and Eating Practices

7.2.3.3.1 Learning experiences include planning balanced meals, budgeting, developing consumer skills involved in the purchase of food.
7.2.3.3.2 Social skills relating to food and eating practices are emphasized.

7.2.3.4 Body Structure and Function

7.2.3.4.1 Study of the factors that contribute to good body functioning may begin in grade 3.
7.2.3.4.2 Study of the functions of the skeleton, the circulatory, respiratory, and digestive systems is intended for grade 6 pupils who are approaching adolescence.
7.2.3.4.3 Individual differences in growth patterns should be stressed.

7.2.3.5 Dental Health

7.2.3.5.1 Increasing responsibility for the care of teeth should be expected.
7.2.3.5.2 Reasons for brushing teeth, visiting the dentist regularly, and selecting proper foods essential to dental health should be presented.

7.2.3.6 Care of the Eyes

7.2.3.6.1 Television can be a basis on which teachers in grades 3-6 create an awareness of the importance of optimum eye health
7.2.3.6.2 Instruction can center around protecting the eyes at work and play, learning about foods that help maintain good eyesight, developing wholesome attitudes toward the wearing of glasses, and the need for working in good light.
7.2.3.6.3 Emphasis should be placed on keeping eyeglasses clean, removing them during play periods, wearing goggles for protection if glasses must be worn.

7.2.3.7 Care of the Ears

7.2.3.7.1 An appreciation of the value of good hearing and an understanding of the major hazards to hearing, including ways of avoiding them, should be developed.

7.2.3.7.2 Increasing responsibility for proper hygiene of the ear, safety precautions while swimming or at play, the reporting of an earache promptly to an adult, should be expected.

7.2.3.7.3 Acceptance of and cooperation with those who have hearing impairment, those who wear hearing aids, should be taught.

7.2.3.8 Sleep and Rest

7.2.3.8.1 Interest in sports can lead to discussions of the training periods of athletes with emphasis on the importance of adequate sleep in relation to top performance.

7.2.3.8.2 The desire to emulate heroes in the world of sports, to excel in sports, or to be an accepted member of the team, may stimulate the child's interest in applying what he has learned in school to his routines at home.

7.2.3.9 Safety and First Aid

7.2.3.9.1 Here should begin an understanding of the reasons for law enforcement and the need for cooperating with policemen and firemen.

7.2.3.9.2 Children can learn the correct way to throw a ball as well as the safety procedures to be observed in handling work tools and arts and crafts materials.

7.2.3.10 Stimulants and Tobacco

7.2.3.10.1 The importance of milk and fresh fruit drinks, the reasons for avoiding tea, coffee, and alcoholic beverages, the dangers of accepting food, candy, or invitations from strangers should be discussed in grades 3 and 4.

7.2.3.10.2 In grades 5 and 6, the harmful effects of tea, coffee, and alcohol, the effects of tobacco on athletic performance, and the evaluation of advertisements for alcohol and tobacco are discussed.

7.2.4 Physical Activities
    7.2.4.1 Expressive movement: movement patterns, rhythms, creative activities, themes, song plays, and folk dances
    7.2.4.2 Games for the classroom
    7.2.4.3 Self-testing activities according to grade level
    7.2.4.4 Athletics and games: games without equipment, games with equipment, squad activities (unrelated to sports), relay races, track skills
    7.2.4.5 Net games
    7.2.4.6 Playground baseball: skills, application of skills, lead-up games
    7.2.4.7 Basketball: skills, application of skills, lead-up games;
    7.2.4.8 Handball: skills, lead-up games
    7.2.4.9 PSAL: proficiency tests, athletic badge test, class athletics, interclass games and intromural tournaments
    7.2.4.10 Invitation games
    7.2.4.11 Field days
    7.2.4.12 Play days
    7.2.4.13 Swimming

7.3 Resources

7.3.1 Health education resources include--

    7.3.1.1 Board of Health personnel assigned to school;
    7.3.1.2 The school health counselor;
    7.3.1.3 District health education counselor;
    7.3.1.4 Dental services and forms;
    7.3.1.5 School health councils;
    7.3.1.6 Vision screening;
    7.3.1.7 Audiometer testing;
    7.3.1.8 The school physician and nurse.

7.3.2 The environment is utilized for health instruction.
7.3.3 Community resources, parks, ball fields, and the like, are utilized for physical activities.
7.3.4 Administrative procedures are concerned with all experiences which help the development of desirable patterns of health behavior at home, in school, and in the community.

7.4 Health Education and Related Curriculum Areas

7.4.1 Music

    7.4.1.1 Dancing, singing games

7.4.2 Science

    7.4.2.1 Study of body structure

7.4.3 Art

    7.4.3.1 Drawings of dances, games, and the like

7.5 Readings

7.5.1 Student

All relevant publications of the New York City Board of Education. These include, but are not limited to:

Curriculum Bulletin (Early Childhood Education, Health Education, etc.
Curriculum Guides (Health Education, PreK-6)
Courses of Study, Revised Courses of Study (Health Education)

7.5.2 Instructor

(see 7.5.1)

7.6 Activities

7.6.1 List and describe the functions of the health resources available in the school and the ways in which a teacher can avail himself of their services. (Include procedures for referring a child to the school nurse, etc.)

7.6.2 Write out directions for explaining eight physical activities (including games) to PreK-2 children.

7.6.3 Observe three health education classes of different types, two of which involve physical activities. Describe in detail the motivation, routines and procedures, with implications for discipline. Describe the positive things the teacher does to ensure good order; give suggestions which might improve the situation.

BLOCK VIII Knowing How to Use Materials of Instructions Effectively (8 hours class sessions, plus conferences and service as apprentice teacher)

1. Objectives

1.1 To develop the ability to select, use, and create materials of instruction appropriate to the needs of the children in the class

1.2 To develop a functional room setup to facilitate use of materials by the children

2. Implementation

2.1 Content

2.1.1 Basic Criteria for All Materials
In accordance with the needs of all urban children, every effort should be made to use materials which show integrated situations and which build a positive image of minority groups.

2.1.2 Criteria for Selection of Material

2.1.2.1 Manipulative materials should be selected to provide for--

2.1.2.1.1 Sensory stimulation, physical activity, development of motor skills, social skills, emotional release;

2.1.2.1.2 Satisfaction of a growing curiosity about the physical aspects of the world;

2.1.2.1.3 Solution of problems which arise in the child's world.

2.1.2.2 Audiovisual materials should be selected to--

2.1.2.2.1 Develop the ability to speak clearly and listen effectively;

2.1.2.2.2 Develop auditory-visual discrimination as basic to beginning reading;

2.1.2.2.3 Provide a vocabulary on the child's level of understanding which evokes a response;

2.1.2.2.4 Provide a content relevant to the child, to his growing needs, and to the area of current concern;

2.1.2.2.5 Reinforce first-hand experience as well as provide vicarious experience.

2.1.2.3 Printed materials should be selected to--

2.1.2.3.1 Give children a feeling of self-accomplishment through their ability to handle and read printed materials;

2.1.2.3.2 Motivate an interest in books and in learning to read;

2.1.2.3.3 Facilitate growth in learning to read;

2.1.2.3.4 Increase information, abilities, and interests in subject areas, other peoples, and like matters.

2.1.2.4 Supplies and special equipment should be selected to meet developmental needs of children and special learning needs.

2.1.3 Use of Materials

2.1.3.1 Skill in operation of the following materials and equipment needed in working with pupils of this age group, ought to be achieved.

2.1.3.1.1 Equipment: tape recorder, phonograph, earphones, filmstrip projector, sound projector, opaque projector

2.1.3.1.2 Materials: charts, recordings, tapes (including blank tapes for recording material), equipment to make transparencies, filmstrips, glass slides, crayons, binding tape, flat pictures.

2.1.3.2 Practice sessions should be arranged by the college supervisor so that every apprentice teacher is able to operate independently the equipment listed above.

2.1.3.3 Apprentice teachers should be taught how to develop special materials to fit the needs of young children. Instruction should include the use of a primer typewriter, a duplicating machine, the manuscript alphabet and numberals approved for New York City Schools, the preparation of transparencies, slides, tapes, stencils, proper headings for material to be given to child, preparation work charts, and the like.

NOTE: Some sources of classroom materials and equipment are listed in an appendix.

2.1.4 Functional Room Setup

2.1.4.1 The functional use of the room should be a cooperative enterprise. Routines for selection of materials, distribution, collection, and display should be planned with pupils. Opportunities for the development of responsible care of materials should be utilized to the maximum. As children grow independent, changes may be made in the room setup in order to capitalize on their new abilities.

2.1.4.2 At the beginning of the school year, it is important to start with familiar materials and gradually introduce new materials, especially for young children.

2.1.4.3 In those classrooms where regular storage and display spaces are inadequate, innovative measures can be taken to obtain shelving, spaces for storage of children's materials, display areas.

2.1.4.4 The value of effective display of children's materials cannot be overemphasized. Displays should be arranged in various curriculum areas as a unit or around a topic or curriculum area, labeled with the name of the child responsible, frequently changed to provide maximum opportunity for display of some work by every child in the room, and always prepared in some aspect by the children.

2.2 Readings

National Education Association, Professional Rights and Responsibilities Committee on Civil and Human Rights of Educators. A Bibliography of Multi-Ethnic Textbooks and Supplementary Materials. Washington, D. C.: the Committee, 1967.

2.3 Activities

2.3.1 Practice with other apprentice teachers the use of the audio-visual equipment listed above.

2.3.2 Keep a dated time record of the time required to get the equipment ready for use.

2.3.3 Make a chart to serve a purpose in the class assigned; be ready to explain--

  How the chart was developed;
  How it was developed with the children;
  How it will be used;
  How long it will be kept on display.

2.3.4 Make a room layout of the classroom assigned. Place the furniture and equipment in the most functional way on the diagram; be ready to justify any changes.

APPENDIX

Selected Sources of Classroom Materials and Equipment

The New York City Board of Education issues yearly lists, among which are the following:

- General Materials
  - Textbooks, Elementary and Junior High Schools
  - Supplementary List of Approved Textbooks for Day and Evening Elementary and Junior High Schools
  - Supplementary Lists of Approved Maps and Gloves for Grades K-12
  - List of Tests for Grades K-12
  - List of Approved Filmstrips
  - List of Approved Color Slides, Flat Pictures, Cutouts and Transparencies
  - Catalog of Supplements for Approved Filmstrips, 2" X 2" Color Slides, Flat Pictures, Charts and Transparencies
  - List of Approved Instructional Recordings and Tapes
  - First Supplement to List of Approved Instructional Recordings and Tapes
  - List of Approved Audiovisual Materials: A and B

- General Supplies
  - GI LIST

- Curriculum Areas (examples only)
  - S 1 List: Science Supplies for High School and Junior High Schoo
  - S 2 List: Science Supplies for Elementary Schools

Through special funds, schools can order selected nonlist items. These can be purchased from suppliers, among which are:

Childcraft Equipment, Inc., East 23rd Street, New York City
Creative Playthings, Inc., P.O. Box 1100, Princeton, New Jersey
Milton Bradley Co., 200 Fifth Avenue, New York City.

Books, pamphlets, and other printed materials can be purchased from, among others:

Association for Childhood Education, Washington, D.C.
International Reading Association, Newark, Delaware
National Association for the Education of Young Children, Washington, D.C.
National Education Association, Washington, D.C.

LEARNING AND TEACHING: GRADES N-9

Emphasis on Middle Grades

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An AACTE publication for the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, developed by Fordham University, New York City.

Introduction and Overview

This course is designed as a one-year course for students planning to complete certification requirements for the license N-6. Although all students will meet jointly four hours per week, special sessions will be devoted to the concerns of those planning to teach in grades N-2 and 3-6.

The course is oriented toward problems and issues in teaching and learning. It deals with the problems which confront the apprentice teacher as he moves toward an increasingly active and responsible role as a teacher. Problems are examined from the points of view both of principles and developmental and learning psychology and of the practical application of these principles in terms of specific techniques of teaching and classroom management and practice. Using directed observation by the apprentice teacher as the take-off point for an increased understanding of the theories underlying the teacher-learning process and their classroom application, the curriculum should combine observation, theory, and practice into a single framework. (See example at the end of this Introduction.)

The management of the course involves a team approach. The team should consist of an educational psychologist, grade level and subject matter specialists, cooperating teachers, and the supervisor of the internship program. If possible, the college instructors of the courses on "Children and Youth in Urban Schools" and "Teaching and Learning: Emphasis on Early Childhood" should exchange visits with the persons responsible for this course.

Opportunities for lectures, multi-media presentations, guest panelists, and guest lecturers are provided in the four-hour joint sessions. At least one hour per week should be devoted to feedback sessions on student reaction to the teaching and learning experiences, and staff reaction to the students in the program.

In addition, the experiences gained by the apprentice teacher in observations and practice teaching should become an integral part of the course work at the university. For example, methods of teaching a particular subject can be discussed both prior and subsequent to the actual teaching of the lesson by the supervising teacher and the apprentice, by the cooperating teacher and the apprentice, by all three jointly, and by a subject area specialist as part of the university course work. The vital ingredient in this combination is the subject area specialist; he must be available if the apprentice teacher is to become competent in all subject areas.

Too, micro-teaching by the apprentice teacher is recommended. By micro-teaching is meant teaching a small unit to a small group of pupils for a small unit of time--i.e., ten minutes. The lesson should be videotaped, and the apprentice teacher and the supervising teacher should view and analyze the teacher's performance. After suggestion for improvement has been made and agreed upon, the apprentice teacher should rewrite the lesson and teach it to a new group of children. Again, discussion should follow the lesson.

The apprentice teacher should report to school the same day that new teachers report to school. The apprentice teacher has thereby an opportunity to familiarize himself with the length and kind of travel necessary from his home to his assigned school. He should familiarize himself with the building, with the location of various special rooms and offices, and should learn how to sign in and out when reporting and leaving. (See page 41 for additional recommendations related to the opening of school and the beginning of the school day.)

If the school conducts an orientation session for new teachers, it should be possible to arrange for the apprentice teacher to be invited to sit in as an observer. The university must so arrange with the school's principal that the apprentice teacher is treated as a newly appointed teacher during the orientation period. The university must also effect the meeting of the supervising teacher with the apprentice prior to the first day "on the job."

During the first stages of his assignment the apprentice teacher should spend most of the time in directed observation of the cooperating teacher and in performing nonteaching tasks. These tasks may include taking attendance, filling out absentee post cards and truant slips, preparing the bulletin board, marking test papers, operating audiovisual equipment, etc. After six to eight weeks of observation, the apprentice teacher, while continuing to observe, should be assigned to work first with one pupil for an hour a day, then with a group of four to five pupils, and finally during the second semester, with the entire class.

The apprentice teacher should be assigned for the first eight weeks to the intermediate grades; for the second eight weeks to the primary grades; and for the remainder of the school year to the intermediate grades.

Correlation of a Directed Observation Activity with Seminar Work

This example demonstrates how a classroom observation might be discussed with implications for a desirable multidiscipline curriculum of educational psychology, principles and problems of education, methodology, and curriculum.

Activity observed: Grouping of a class for instruction
Seminar work: Discussion, with readings, of the following questions:

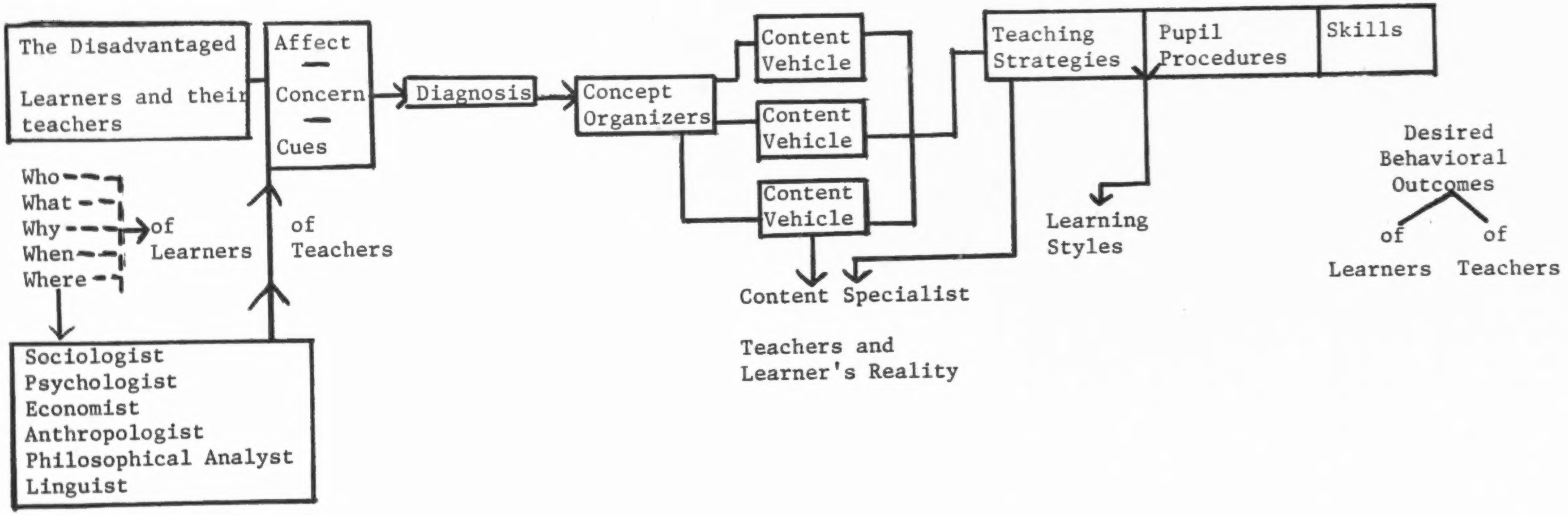
1. Why group for instruction? (educational psychology)
2. What are the advantages of heterogeneous, homegeneous grouping? (principles of education, educational psychology)
3. What instruments does a teacher use in order to form the groups? (methodology, principles, educational psychology)
4. Why choose observed size of groups? (methodology)

5. What is the nature of the unit to be covered? (curriculum)
6. When does regrouping take place? (curriculum, educational psychology, principles)
7. What procedures and techniques are used in directing the learning situation? (methodology)
8. What are the observed interpersonal relationships? (principles, educational psychology)

It is fairly obvious that the work to be covered in this sample crosses the four disciplines, and if the disciplines not be compartmentalized, the teacher-trainer must be well versed in all four. Because it is unlikely that sufficient, if any, instructors who possess the necessary qualifications can be found, it is recommended that an instructor who conducts classes in each discipline be assigned as a member of a team to a group of students. The students will thus be able to see the relations among the different disciplines. They will see how an application of theory learned from educational psychology determines the teaching methodology and is based on a new procedure in teaching. At the same time, the instructors will have an opportunity to test new approaches in teaching teachers.

MODEL FOR ORGANIZING INPUT IN TEACHING AND LEARNING

(an interpretation of a model conceived by Gerald Weinstein)


The Disadvantaged
Learners and their teachers
Affect
Concern
Cues
Diagnosis
Concept Organizers
Content Vehicle
Content Vehicle
Content Vehicle
Teaching Strategies
Pupil Procedures
Skills
Who
What
Why
When
Where
of Learners
of Teachers
Sociologist
Psychologist
Economist
Anthropologist
Philosophical Analyst
Linguist
Content Specialist
Teachers and Learner's Reality
Learning Styles
Desired Behavioral Outcomes
of Learners
of Teachers

The model indicates

1. What we need to know about
   a. the learner,
   b. the teacher,
   c. the content organizers and content vehicles,
   d. teaching strategies,
   e. learning styles (pupil procedures),
   f. learned skills, unlearned skills and new skills needed by both teachers and learners;
2. Desired behavioral outcomes of both teachers and learners in terms of
   a. cognitive development,
   b. affective development.

We train teachers to know both themselves and learners; to plan curriculum bases on the reality of these new insights; to achieve desired outcomes in themselves as well as in their learners.

Course Outline

1. Directed Observation: What can be learned from the observation of the N-6 classroom?

NOTE: Activities and Readings for Directed Observation are found at the end of this section.

1.1 Preparation for Observation

1.1.1 Students should walk through the neighborhood, the outer school area, and the school building itself.

1.1.2 Students should observe a variety of settings in specific classroom visits, using techniques of single observations, pair observation, or group observation.

1.1.3 A seminar discussion of what to look for and how to look for it should precede visits. As far as possible, personnel of the cooperating school should participate in the seminar. Adequate planning with personnel of the schools visited will insure cooperation and promote the effectiveness of the visits. (See Appendix.)

1.1.4 The focus of the visits may evolve from a gross observation early in the year of the total teaching-learning situation, to a later observation of a specific item or activity. For example:

1.1.4.1 "Bulletin Boards--Their Use in the Classroom" might evolve to "Bulletin Boards--Their Use as an Instructional Tool in Reading."

1.1.4.2 "The Teacher and His Attitude Toward Pupils " is an area which might grow more detailed as the year's visits progress. (See Appendix.)

1.2 The Physical Setting

See Appendix.

1.3 The Behavioral Setting

1.3.1 Observation of verbal behavior may focus on--

1.3.1.1 Differentiation between teacher talk and pupil talk;
"What percentage of the time is the teacher talking?"
"What percentage of the time is the pupil speaking?"

1.3.1.2 The content of classroom speech;
"Is it primarily task oriented?"
"How much time is spent on problems of orientation, evaluation, direction?" (Cf. Bales Interaction Process Analysis Categories)
"How much time is spent on negative emotional expression?"
How much time is spent on positive emotional expression?"

1.3.1.3 The sequential nature of the speech patterns;
"Does a pattern reveal movement from orientation to task solution, and to emotional solidarity, or does it get stuck at one point?"

1.3.1.4 The extent to which the talk emanates from and is received by teacher and pupil;
"Is the teacher talk directly or indirectly influential?"
"Does the teacher lecture, or does he elicit pupil comment?"
"How does the teacher respond to pupil talk: positively or negatively?"

1.3.1.5 The effect of different teachers' verbal strategies on pupils' verbal behavior;

1.3.1.6 The demands which class discussion makes on the teacher's skill;
"Does the teacher formulate questions while keeping control of the class?"
"Does the teacher continually diagnose the class during discussion?"

1.3.1.7 The kinds of discussion commonly observed;

1.3.1.7.1 Free discussion demands initial focus.

1.3.1.7.2 Semi-controlled discussion demands exchange of information.

1.3.1.7.3 Controlled discussion demands a planned sequence of questions; it ultimately leads to problem solving.

1.3.2 Observation of nonverbal behavior may focus on--

- 1.3.2.1 Some less socially conforming aspects of behavior which may be revealed by such observation;
  "What do postural clues of pupils reveal about their class attitudes?"
- 1.3.2.2 Gestural language as a mode of expression for ethnic groups;
  "Are the pupils expressing something different about their attitudes or emotions with their gestures as opposed to their speech?"
- 1.3.2.3 The teacher's gestures as they reveal attitudes about the class and the pupils;
  "Are the teacher's gestures in keeping with his language?"
- 1.3.2.4 Observation of variables on behavior by methods of accretion and erosion;
  "To what extent can interaction, controversy, or involvement of participants in a teachers' or parents' meeting be deduced from the physical state of the room after the activity?"
  "Can the interest of students in bulletin boards be measured by the worn spots in the floor?"
- 1.3.2.5 Patterns of social choice revealed through nonverbal behavior;
  "Do the Negro children enter and leave the room by themselves?"
  "Who sits with whom?"

1.3.3 Conclusions from these observations may be discussed around these central ideas:

- 1.3.3.1 Observable behavior (verbal and nonverbal) is that upon which observers can agree in description; thus "a child running" can be agreed upon; "a child fleeing" may not be agreed upon. The best way to report observables is to report the "what" and to avoid the "why."
- 1.3.3.2 Mistakenly reporting inference for description (see above) has important implications in dealing with disadvantaged children, e.g., characterizing poor academic achievement of deprived pupils as stupidity.
- 1.3.3.3 Inferences themselves are justifiable, as long as they are defined as assumptions made on the basis of evidence.
  - 1.3.3.3.1 Inferences usually imply cause.
    "He did it because he is jealous."
  - 1.3.3.3.2 An inference should not be reified, i.e., thought to have actual existence.

1.3.3.3.3 Inferences about inner processes should be based on more than one type of response.

1.3.3.3.4 Causes should never be inferred from two correlated behaviors.

1.3.3.4 Scientific statements are those inherently testable, those for which conditions exist to measure a negative instance. Scientific statements should not be confused with metaphysical statements not possessed of these characteristics.

1.4 Observation of the Strategies for Teaching and Learning

These may focus on--

1.4.1 The content used; the selection of content

"Does the content show continuity, i.e., are results from successive experiences dependent on previous ones?"

"Do the main ideas have sequential order? Serve specified functions? Provide for incremental learning?"

"Does content reveal a cognitive approach to curriculum?"

"Are content decisions based on selection of a concept, its main ideas in development, its input of specific fact, its resultant pupil tasks or procedures?"

"Are content decisions a functional link between extrinsic curriculum and intrinsic concerns of the pupils? In other words, are content decisions relevant?"

1.4.2 The methods used

1.4.2.1 Comparison and contrast

"Who am I?" "Who are the others?" (Social Studies)

"Does comparison and contrast help organize input?"

"How does comparison and contrast help to arrange tasks to provide incremental learning?"

1.4.2.2 Class discussion (See 1.3.1.7)

1.4.2.3 Questioning

"How are questions used?"

1.4.3 Materials used

"What criteria governs selection of materials?"

Activities

For:
1.1 Prepare a photo essay, "A Walk Through the Neighborhood of the School." Instructor from "Children and Youth in Urban Schools" course should help to design and interpret essay.
1.2 See Appendix I.
1.3 See Appendix I.
1.4 Keep a log or record of observations; provide space in the log for subsequent comments.

Readings

Kerlinger, Fred. Foundations of Behavioral Research. New York: Holt,Rinehart, and Winston, 1964. Chapters 1-4.

Although this is an advanced text, the first four chapters present a lucid discussion of inference, as well as correct and incorrect methods for inference from behavior and test measures.

Kimble, G., and Garmezy, N. Principles of Psychology. Second edition. New York: Ronald Press, 1963. Chapters 1, 2.

This undergraduate psychology text gives a traditional treatment of scientific method applied to behavior.

Webb, E. J.; Campbell, D. T.; Schwartz, R. D.; and Sechrest, L. Unobstrusive Measures: Non-Reactive Research in the Social Sciences. Chicago: Rand McNally & Co., 1966. (Paperback.)

Excellent presentation of indirect methods of observation, including methods of accretion and erosion, is given herein.

Hunt, J. McV. "The Psychological Basis for Using Pre-School Enrichment as an Antidote for Cultural Deprivation." Merrill-Palmer Quarterly 10: 209-245; July 1964.

Excerpt which indicates how observations of children have changed following changes in models of learning and development.

Weick, K. "Systematic Observation." Prepublication draft. May be obtained from Department of Psychology, University of Minnesota.

Detailed, hard-headed view of all the problems and issues in observations.

2. The Learning and Teaching of an Individual Child: Through what channels can the individual child be known?

   2.1 Development, Mental and Physical, of the Child from 9 through 12 years

      2.1.1 Steady growth occurs with no marked hormonal change.

      2.1.2 Each child has his own growth curve, however, so there may be wide differences among children.

      2.1.3 The child is maximally interested in the world around him. He is in a period of group membership, and is willing to explore.

      2.1.4 Moral judgments, sense of responsibility develop at this age.

   2.2 Testing

      2.2.1 All tests, group and individual, are based on a comparison of the child's performance with the performance of other children.

      2.2.2 Characteristics of tests must be known:
         2.2.2.1 Reliability
         2.2.2.2 Validity
         2.2.2.3 Standardization population

      2.2.3 Differences must be known between widely-known and widely-used tests (Wechsler, Stanford-Binet, etc.).

   2.3 Records (Cumulative Data, Archives, etc.)

      The following records may be prepared and/or studied:
      2.3.1 Cumulative record card
      2.3.2 Test record card
      2.3.3 Health card
      2.3.4 Guidance office records
      2.3.5 Class profile

   2.4 An Understanding of the Learning Process

      2.4.1 Studies of the types of learning include--
         2.4.1.1 Signal learning--general, diffuse, and emotional responses to a signal (conditioned responses);
         2.4.1.2 Stimulus-response learning--precise, circumscribed and specific voluntary responses, governed by control of reinforcement;
         2.4.1.3 Chaining--a connection of more than one stimulus-response, particularly applicable

to chains of verbal sequence;
2.4.1.4 Verbal association--extensive lists of chains, primarily used in the learning of a foreign language;
2.4.1.5 Multiple discrimation--discrimination between items in a series conceptually very similar, by finding the specifics;
2.4.1.6 Concept learning--response to stimuli in terms of an abstracted common property, e.g., color;
2.4.1.7 Principle learning-- chaining of two or more concepts into a relationship;
2.4.1.8 Problem solving--use and combination of principles in novel ways to arrive at a new solution.

2.4.2 A study of learning principles includes concepts of --
2.4.2.1 Contiguity-closeness,
2.4.2.2 Reinforcement,
2.4.2.3 Consequences of learned behavior,
2.4.2.4 Discrimination,
2.4.2.5 Generalization,
2.4.2.6 Transfer as related to generalization.

2.4.3 Memory can be inhibited pro-actively and retroactively; forgetting is the result of interference with learning.

2.4.4 Most approaches to learning assume a hierarchy in learning from least complex to most complex.

2.4.5 Programmedinstruction is based on stimulus-response learning. Bases of programmed instruction:
2.4.5.1 Active response
2.4.5.2 Small steps
2.4.5.3 Self-pacing
2.4.5.4 Immediate feedback
2.4.5.5 Careful matching of materials to initial characteristics of learner

2.4.6 Children differ in the extents to which they are--
2.4.6.1 Field-independent, i.e., they have their own orientation regardless of learning situation context;
2.4.6.2 Field-dependent, i.e., they rely for response cues on the learning situation context.

2.5 Motivation of the Individual Learner

2.5.1 Class discipline primarily depends upon intrinsic motivation rather than upon extrinsic motivation.
2.5.1.1 Class climate and curriculum content

relevant to pupil concerns (deep-rooted feelings) enhance intrinsic motivation.
  - 2.5.1.2 Class climate and curriculum content relevant to pupil interest (momentary attraction) enhance extrinsic motivation.
  - 2.5.1.3 Extrinsic rewards (candy, good grades) are not essential; intrinsic rewards (knowledge, feedback) are sufficient.

2.5.2 The homeostatic ideas of motivation are two:
  - 2.5.2.1 Activity is a normal state;
  - 2.5.2.2 Rest is the normal state, and individuals must therefore be prodded into activity.

2.5.3 The "feedback loop" idea of motivation is based on the idea of inner standards in the child. The discrepancy between these standards and new experiences results in a need to erase this discrepancy which, in turn, motivates learning.

2.5.4 The achievement motive is characteristic of children whose parents have encouraged independence and positively supported achievement, without creating anxiety.
  - 2.5.4.1 Children with high achievement motives tend to take moderate risks.
  - 2.5.4.2 Children with low achievement motives tend to take too few and too great risks.

2.6 Language Development

2.6.1 There are various positions held on the language of the disadvantaged as related to standard English:
  - 2.6.1.1 Its limited vocabulary and less complex structure is related to mental impoverishment.
  - 2.6.1.2 It is a dialect, or nonstandard (but not a wrong) deviation.
  - 2.6.1.3 It is extremely rich in expression and in emotional meanings.

2.6.2 Bilingualism has decided effects, both positive and negative, on thinking.

2.6.3 Prejudice, as well as stereotyping, is elicited through voice and speech clues.

2.7 The Fostering of Creativity in Children

2.7.1 Knowledge of certain principles, e.g., creativity can be differentiated from intelligence; and attitudes, e.g., creative children generally feel that their creativity is not valued by the teacher and thus they suppress it, is essential to fostering creativity.

2.7.2 Synectics is a method whereby pupils are taught to make the strange familiar, and the familiar, strange.

2.7.3 The principle of deferred judgment-- producing the product and judging it later-- is useful in fostering creativity.

2.7.4 Specialists in art, music, and literature can assist in knowing the child creatively.

Activities

For:

2.1 Observe two children for a period of two to three weeks, reporting on expected patterns of development and observed behavior.

Begin development of case study assignments for group discussion.

2.2 Visit the guidance offices or review files to see what kind of test data are available.

Administer a test to an individual child. Interpret strengths and weaknesses of child from analysis of other lists. Use feedback of tests to diagnose needs of children.

2.3 Try to teach a child mathematics at the level of concepts prior to S-R (stimulus-response) learnings.

Try to teach a poem to different children to determine whether material has been matched to child's characteristics as a learner.

2.4 Observe a child during a social studies lesson for evidence of intrinsic, extrinsic motivation, evidences of effects of rewards or punishments.

2.5 Use a film to observe language of children in urban schools. View the film with student-teacher class; observe range of bias or prejudice.

2.6 Read a story or a poem; have a child respond with a drawing.

Listen to music; have a child respond with a drawing. Assess the feedback from these assignments as it identifies needs of children and leads to intrinsic motivation for teaching and learning.

Readings

For:

2.1 Breckenridge, Marion, and Vincent, E. Lee. Child Development. Fourth edition. Philadelphia: Saunders Co., 1960.

Child development text, with emphasis on physical development.

2.2 Huff, Darrell. How to Lie with Statistics. New York: Norton, 1954.

Amusingly written account of how statistics should be interpreted.

Nelson, Martin, J. Statistics for Teachers. New York: Holt, 1953.

What teachers need to know about statistics.

Tyler, Leona. Tests and Measurements. Englewood Cliffs, N.J.: Prentice-Hall, 1963.

Concise description of tests and their use.

Deutsch, Martin, and others. "Guidelines for Testing Minority Group Children." Journal of Social Issues 20: 129-45; April 1964. Supplement to Vol. 20.

Warning about the uses and abuses of testing with deprived children.

2.3 No readings.

2.4 Bruner, Jerome. The Process of Education. Cambridge, Mass.: Harvard University Press, 1960.

Cognitive approach to learning.

Gagne, Robert M. The Conditions of Learning. New York: Holt, 1965.

In summary form, eight types of learning presented in a hierarchy from simple to complex. Their application to classroom situations and their implications for educational decisions are discussed. The types of learning range from simple conditioning through problem solving.

Kimble, G., and Garmezy, N. Principles of Psychology. New York: Ronald Press, 1963.

Chapter on programmed learning is recommended.

2.5 Atkinson, Johan, and Feather, Norman. A Theory of Achievement Motivation. New York: Wiley, 1966.

An exposition of the motivation to achieve and its measurement.

Bandura, Albert, and Walters, Richard. Social Learning and Personality Development. New York: Holt, 1963.

Skinnerian approach which stresses the roles of reinforcement and modeling in the motivation to learn.

2.6 Vygotsky, Lev S. Trans. by Haufmann and Vakar. Thought and Language. Cambridge, Mass.: Massachusetts Institute of Technology, 1962.

Classic work on the relationship between language and thought.

Lambert, Wallace E.; Hodgson, R.; and others. "Attitudinal and Cognitive Aspects of Intensive Study of a Second Language." Journal of Abnormal and Social Psychology 66: 358-68; April 1963.

2.7 Barron, F. "The Psychology of Creativity." New Directions in Psychology II. New York: Holt, 1965.

A sprightly summary of recent work in studying creative adults and children; gives techniques for fostering creativity.

Kogan, Nathan, and Wallach, Michael. Modes of Thinking in Young Children. New York: Holt, 1965. Chapters 1 and 2.

Good critique of Getzels and Jackson's work; a presentation of their own study of children with a wide range IQs.

3. Classroom Teaching and Learning Procedures: How is the class best structured and organized?

  3.1 The Relation of Task to Group Size

    3.1.1 The large group is the most effective group size for learning tasks which emphasize development of procedures, standards, ideas, and the like.

    3.1.2 The small group size is most effectively used when covering various content areas with the same procedures, e.g., studying Argentina, Bolivia, Peru, and like countries.

    3.1.3 The individual is the optimum unit when the need is to diagnose pupil needs, and then train for skills.

  3.2 Advantages to the Use of Appropriate Group Size

    3.2.1 Large group size benefits the teacher in that it--
      3.2.1.1 Avoids needless repetition;
      3.2.1.2 Enables establishment of cooperative relationship;
      3.2.1.3 Assists in getting at gross diagnosis of of group needs and concerns.

    3.2.2 Large group size benefits the pupil in that it--
      3.2.2.1 Sets up procedures for all;
      3.2.2.2 Develops sense of connected needs; shows that different contributions add up to total understanding.

    3.2.3 Small group size benefits the teacher in that it--
      3.2.3.1 Affords opportunity to listen, observe, and match responsibility to group or individual needs;
      3.2.3.2 Can compare group interests, abilities, or needs; stresses complementary development of cognitive and effective behavior.

    3.2.4 Small group size benefits the pupil in that it affords--
      3.2.4.1 Opportunity for interaction and participation of every member;
      3.2.4.2 Opportunity to assume and carry out responsibilities;
      3.2.4.3 Opportunity for the student to learn to talk and to listen;
      3.2.4.4 Greater content coverage, especially when shared;
      3.2.4.5 Opportunity to meet individual needs:

- 3.2.4.6 Opportunity for developing social responsibility.
- 3.2.5 Use of individual units benefits the teacher because it--
    - 3.2.5.1 Insures high-intensity learning;
    - 3.2.5.2 Matches materials to pupils by individualized control;
    - 3.2.5.3 Individualizes speed;
    - 3.2.5.4 Individualizes level;
    - 3.2.5.5 Affords a chance for one-to-one interaction.

- 3.2.6 Use of individual units benefits the pupil because it--
    - 3.2.6.1 Identifies capacities;
    - 3.2.6.2 Provides practice in setting up goals;
    - 3.2.6.3 Allows for active participation of learner;
    - 3.2.6.4 Makes tasks more meaningful, more efficiently learned;
    - 3.2.6.5 Provides immediate feedback on performance;
    - 3.2.6.6 Enhances chances of learning success by stress on individual's style of learning;
    - 3.2.6.7 Aids control of testing;
    - 3.2.6.8 Stresses personal responsibility for self development;
    - 3.2.6.9 Motivates by stressing intrinsic sources, lessening tensions, and building tolerance for failure, as well as positive rewards for success.

3.3 Teacher-Pupil Interaction

- 3.3.1 Interaction can be analyzed according to--
    - 3.3.1.1 Orientation of class toward teacher or pupils;
    - 3.3.1.2 Direct or indirect teacher influence;
    - 3.3.1.3 Reaction of teacher to pupil-oriented talk.

- 3.3.2 Interaction may be coded by several scales: Bales, Flanders, Amidon, among others.

- 3.3.3 Sociograms and sociometric analyses also give clues about the real structure of the class.

- 3.3.4 Group characteristics can be utilized by the teacher both for discipline and for increased class involvement in the material to be studied. Among the characteristics the teacher should learn to work with are--

- 3.3.4.1 Group cohesiveness;
- 3.3.4.2 Group norms;
- 3.3.4.3 Group interaction;
- 3.3.4.4 Group composition;
- 3.3.4.5 Group competitiveness.

3.3.5 The teacher should learn how to enhance progress toward group goals.
- 3.3.5.1 Different types of leadership affect the goals.
- 3.3.5.2 Frustration in different groups leads to different goals.

3.3.6 Techniques for changing group behavior depend on group-decision techniques and methods for group problem-solving.

3.3.7 The belief systems of a teacher may greatly affect atmosphere of a group.

Activities: Those suggested by content above.

Readings: See Bibliography.

4. The Curriculum: Grades 3-6

4.1 Language Arts: Grades 3-6

4.1.1 Purposes of the Course

4.1.1.1 To develop familiarity with the concepts, methods, materials pertinent to the teaching of reading on the elementary school level, based upon recent research in the field

4.1.1.2 To increase the teacher's understanding of the language arts

4.1.1.3 To describe the developmental process of language growth including observing, listening, speaking, reading, and writing

4.1.1.4 To identify sources for the teacher to use in planning a language arts program including course of study, curriculum bulletins, professional books

4.1.1.5 To determine the needs, to formulate goals on the basis of children's oral and written work

4.1.1.6 To extend language power

4.1.2 Suggested Topics

4.1.2.1 Developing reading readiness
4.1.2.2 Developing children's interests in reading
4.1.2.3 Improving reading comprehension
4.1.2.4 Surveying recent trends in teaching phonics
4.1.2.5 Using audiovisual aids to improve reading
4.1.2.6 Teaching reading in the content areas
4.1.2.7 Grouping and individualized reading
4.1.2.8 Teaching reading to the mentally retarded child
4.1.2.9 Teaching reading to the brain-injured child
4.1.2.10 Teaching reading to the bilingual child
4.1.2.11 Learning causes of reading disability
4.1.2.12 Using programming in the teaching of reading
4.1.2.13 Improving study skills
4.1.2.14 Improving vocabulary at the intermediate levels
4.1.2.15 Using the language approach in beginning reading
4.1.2.16 Securing parent-teacher cooperation in a reading program
4.1.2.17 Studying readability
4.1.2.18 Using informal tests to evaluate reading
4.1.2.19 Relating reading and other school subjects and topics approved by the instructor

NOTE: A list of Reading Skills is appended to this section.

4.1.3 Content of the Course

4.1.3.1 Problems in the Teaching of Language Arts

Effect of mass media on the teaching of listening and viewing
Demands of a democratic society for skill in group discussion
Need for maintaining and encouraging spontaneity of expression
Need for selectivity in an environment of plenty
Recognition of the effect of multiple meanings of words
Nurture of creativity and originality
Adjustment of the language arts program to the capacities of the children
Recognition of language as a social and personal instrument in communication and in thinking

4.1.3.2 Oral Communication

Awareness of audience
Creation of lines of communication among peers
Need to build respect for opinion as well as a sense of responsibility for having made a statement
Understanding of conditions which promote development in oral communication and of those which block it
Problems of controversial issues and use of taboo words
Need to build a love for and interest in words

4.1.3.3 Choral Speaking

Values of the verse choir
Selection of appropriate poetry on the basis of beauty, rhythm, appeal, literary quality, and appropriateness to specific phases of choral work
Techniques of conducting
Instructional procedures
Analysis of voice quality of pupils
Class participation in the development of arrangements for choral rendition

4.1.3.4 Written Communication

Difference between factual and expressional writing
Function, motivation, and purpose in writing
Development of readiness for writing
Place of copying in the writing program
Skills involved in such activities as letter writing, keeping written records, outlining, note-taking, writing directions, explanations, and summaries

4.1.3.5 The Place of Skills in the Writing Program

Need to maintain balance between promotion of spontaneous written expression and development of skills
Skills in punctuation, capitalization, paragraphing, correct usage, spelling, and handwriting viewed as aids to clarity of expression and courtesy to reader
Emphasis on content and organization of ideas in

first draft of writing;
Proofreading as an essential to all written work
Choice of skills to be taught in relation to language development of pupil
Skills best acquired in functional writing in which children see their writing put to use
Need for pride and satisfaction in accuracy of accomplishment

4.1.3.6 Developing Children's Power of Self-Expression Through Writing

Class climate conducive to creative writing
Background for writing through literature, music, art, class and individual experiences
Use of individual oral responses, the individual's dictated story, the class dictated story, independent writing
Acceptance of individual responses to personal and vicarious experiences, to the fanciful or imaginative experience
Clarification of ideas through delimitation of experiences, through the use of the senses, through comparisons of likenesses and differences
Extension of vocabulary through use of antonyms, word pictures, onomatopoeia, alliteration
Humor in writing

4.1.3.7 Personal and Social Adjustment Through Expressional Writing

Clues to children's values and needs as reflected in their writing
Techniques for focusing attention on children's values through their expressed interests, wishes, reactions to books read, responses to stories given in part and to pictures
Teacher's role in interpreting children's writing, in helping a child to understand himself, in building basic values

4.1.3.8 Spelling

Need to develop an interest in words and their derivation and a desire to spell words accurately in writing
Development of readiness for spelling through oral activities, use of alphabetical word list, picture dictionary, and accurate copying
Use of a systematic word study method
Use of independent word study list
Value of training in proofreading
Use of the dictionary and word list for development of independence and for provision for individual growth
Need to adjust program to individual's standing

4.1.3.9 Handwriting

Need to develop interest in calligraphy through study of interesting handwritings of well known persons

Handwriting viewed as a distinctive feature of the individual

Use of manuscript writing

Analysis of letters in cursive writing

Attention to alignment, spacing, size, slant, parallelism of strokes

Value of self-evaluation charts to be used by children in noting improvement

Development of proper attitude toward legibility in handwriting

Teacher's acceptance of individuality in style

4.1.3.10 Reading

Building a background and love for reading

Readiness program--its purposes, its means

Need to read to children

Use of experience in teaching initial steps in reading

Use of the experience chart

Types of charts

Development of sight vocabulary, word attack skills

Planning for group instruction, individualized instruction

Administration of an informal textbook test

Interpretation of a standard reading test

Use of a basic reader, a trade book, some poetry

4.1.3.11 Listening or "Auding"

Listening as the intake aspect of the language

Similarities and differences in the skills of listening and reading

Developmental stages of growth in listening

Analysis of factors which condition effectiveness of listening such as physical conditions, factors of readiness, purpose, need, interest, emotional identification, speaker's voice and personality

Kinds of listening

Adjustment of listening to types of situations

Role of the teacher in developing listening skills

Classroom activities to improve listening

Use of tape recorder, record player, TV, sound films, and radio

4.1.3.12 Observation

Observation as a process and a skill to be taught

Situations in the school program providing opportunities for directed observation

Sequential skills in the teaching of observing including enumeration, description, association, inference, and interpretation

Classroom activities planned to heighten interest in and to strengthen ability to observe

4.1.3.13 Elements of Semantics for Gifted Children

Attention to multiple meanings, two-valued orientation, slanting, facts that may be verified as opposed to value judgments, directive uses of language

Analysis of newspaper articles, speeches, magazines for illustrations of these factors in speech and writing

Understanding of one's attitudes as expressed orally or in writing

4.1.3.14 Selective Use of Role Playing in the Classroom

Importance of the teacher's background and understanding of the function and use of role playing

Values of role playing

Selection of situations

Recognition of situations to be avoided

Basic steps in developing a role-playing situation

Teacher's role in guiding and analyzing the discussion of a problem situation

Criteria for evaluating the effectiveness of the role-playing technique

4.1.3.15 English as a Second Language

NOTE: (Procedure used in the New York City schools, developed by the Puerto Rican Study).

Language emphasis lesson

Elements of method in relation to experience, vocabulary, and structural patterns

Use of repetition, choral and individual response, the teacher's model

Attention to pronunciation, stress, rhythm, intonation, tempo

Sources of help available to the teacher from special personnel in New York City schools

Speaking with others and speaking to others

Analysis of skills involved in teaching such activities as conversation, discussion, interviews, introductions, elections, forums, panel discussion, conducting meetings, dramatic play, creative dramatics, dramatics, reciting, oral reading, reporting, announcing

Amenities available in these activities

Standards of evaluation

Teacher's role

Planning for directed teaching of oral communication skills

4.1.3.16 Use of the Library

Recognition of value of the library

The class library, the public library, the home library

Early introduction to the skills needed to use the public library, such as the classification system, the card catalogue

Procedures used to join the library, borrow books, find books, secure the aid of the librarian
Responsibilities in the use of books
Rules and regulations of libraries
Research skills involved in use of tables of contents, glossaries, indexes, cross references in encyclopedia articles or dictionaries
Extended use of dictionaries
Types of reference books available
Opportunities to share readings with group

4.1.3.17 Evaluation in the Language Arts

Value of samples of child's written work over long period of time
Child's interest in and desire to read and write
Teacher's observations and judgments
Anecdotal records
Diagnostic charts
Available standardized tests

Activities: See 4.5

Readings: See Bibliography

LIST OF READING SKILLS (Supplement to 4.1)

Skills to be developed at preprimer level

Ability to--

1. Understand language concepts related to movement, relative positions: sit, walk, run, hop, fly, over, under, etc.
2. Organize and classify objects into categories: fruits, vegetables, birds, flowers, trees, etc.
3. Develop left to right progression.
4. Increase background in meanings and understandings (language enrichment for vocabulary growth).
5. Work with simple sentences.
6. Develop memory (to precede word recognition)--memory games, visual and auditory discrimination exercises.
7. Recognize simple words through clues--rhymes, etc.
8. Play rhythm games to precede phrasing.
9. Use puzzles for visual discrimination.
10. Coordinate eyes through gradually increasing ability to note fine shades of likeness and difference.
11. Increase auditory discrimination through special ear training exercise as in "Building Word Power."
12. Articulate, enunciate, and pronounce clearly. (Emphasis on speech defects)
13. Interpret ideas through coloring and drawing.
14. Follow directions which require some judgment and discrimination--correct selection.
15. Increase mental abilities through selective discrimination; discuss such questions as--
    "Which ending fits the story best?"
    "Which story shall we dramatize for this afternoon's assembly?"
16. Open and use books correctly.
17. Find pages rapidly.
18. Transfer knowledge of words from charts and flash cards to preprimer reading material.
19. Develop sight vocabulary for preprimer use in word recognition.
20. Join words together in simple phrases in preprimer style.

Skills to be developed at primer-first reader level

Ability to--

1. Continue exercises used in preprimer period. (By now readiness skills should be well established.)
2. Recognize specifics in word analysis: Initial consonants, blends, recognition of special word parts.
3. Recognize all the letters of the alphabet by name in both upper and lower case.
4. Increase preliminary sight vocabulary taught at the preprimer level for rapid recognition.
5. Exercise with words which commonly cause confusion, such as: on, no; was, saw; horse, house.

6. Read by context clues or extract appropriate words from the day's lesson to fit into the context.
7. Transfer new vocabulary learned to supplementary material or free reading.
8. Browse in new books for pure enjoyment. (Beginning of voluntary reading)
9. Interpret by drawing pictures from one's oral reading.
10. Analyze new words independently in new reading materials. (Continue growth in word analysis.)
11. Show continued improvement in phrasing.
12. (Improve) comprehension. Read to answer questions presented before reading, listed on board.
13. Read to retell later.
14. Exercise for speed--classification by letter, by categories, etc.
15. Begin to use silent reading independently. (As a larger sight vocabulary is established, the first graders can do more silent reading. Check tests should be used to verify that child is doing more than looking at pictures in books.)
16. Begin to learn (through experiences) more words for recognition vocabulary.
17. Increase powers of expression through dramatization, drawing, cutting and other applied skills.

Skills to be developed in grade 2

Ability to--

1. Use word recognition skills more independently.
2. Know when one does or does not know words in the reading.
3. Attempt to solve new words independently through word analysis and context clues. (Exercises to further this skill will be presented in the manual for grade 2.)
4. Increase eye-voice span (knowledge that properphrasing helps the fluency of reading and that the eye should try to work ahead of the voice in oral reading).
5. Gradually develop speed in silent reading. At this stage the silent reading should become slightly more rapid than the oral. Further instruction and use of silent reading for beginning power in study skills will be an important part of the reading direction in this grade.
    a. Reading to note details
    b. Reading for specific information
    c. Reading to get the main thought
    d. Reading to follow directions
    e. Reading to summarize the story for retelling
    f. Reading to add an original ending
    g. Reading to write a short summary later
6. Discover the meaning of new words through the use of context clues.
7. Improve word analysis.
8. Transfer word analysis to spelling and written recall.
9. Deduce new words independently in oral reading without halting the phrasing.
10. Read smaller type and longer sentences with fluency.
11. Read poetry aloud when the words are known.
12. Read orally or silently and phrase intelligent comments or questions.

13. Concentrate on more abstract material than in grade 1; pick out significant information (the beginning step in ability to choose relevant material and discriminate between major and minor points in reading material).
14. Solve problems through reading at one's level of growth.
15. Improve the use of recall, interpretation, and discrimination in material read.
16. Use everyday experiences and associations to bring added interest and stimulation to the materials read.
17. Overcome lip-reading, whispering, head movements, and mechanical mannerisms which often attend reading in grade 1.
18. Overcome regressive eye movements or repetitions as the eye-voice span grows.
19. Use reading help in acquiring knowledge of other school problems; use independent reading in relation to special assignments in the units and activities carried on in the classroom.
20. Increase facility in spelling and written recall.
21. Develop correct enunciation, pronunciation, and improved voice pitch, if such is needed.
22. Improve skill in relating words to concepts in reading.
23. Increase power in interpreting pictures; use everyday experiences to help with the printed material at hand; participate in plays and other activities of which reading is a part.
24. Increase desire to take books home to read. (Books from the classroom library which the teacher knows the child can read and enjoy should be supplied as preliminary to the use of the public library, and as a beginning in the development of permanent interest in reading.)

Skills to be developed in grade 3

Ability to--

1. Show considerable independence in word analysis.
2. Analyze quickly and without help most new words encountered in reading.
3. Develop a large sight vocabulary.
4. Add new words from outside classroom to one's vocabulary. (At this time about seven hundred words have been taught, but through his own power to analyze new words, the student should add about two hundred others. These will later be used in social studies, science, health, etc.)
5. Transfer learnings from in-class reading to street and bus signs, posters, and signs in general.
6. Use reading to follow specific directions from blackboard and to work independently.
7. Use tables of contents and index material to locate sources for desired materials.
8. Draw deductions from reading at home or in class and discuss materials read in the light of a growing curiosity.
9. Orally sight read with ease.
10. Read increasingly longer units and interpret the material accurately.
11. Read by key words so that silent reading becomes much more rapid than oral reading.
12. Judge the appropriateness of materials for specific needs from oral and silent reading.

13. Use and understand synonyms, antonyms, etc., in reading.
14. Retain facts from materials read, materials more abstract than the simple narrative of the previous grades.
15. Concentrate on longer units and use will power in concentrated study for longer periods of time.
16. Enjoy and use to advantage more of the study and informational material.
17. Enjoy reading orally and silently for varied purposes: to find out how to make something, to find answers to questions which have stimulated curiosity, to get the author's point of view, to take notes to report on material later, to write a summary, to take a test.
18. Seek outside reading materials which relate to activities in which the student is interested.
19. Phrase involved sentences.
20. Assimilate without hesitancy new vocabulary into new content.
21. Alphabetize. (Many exercises in classification of words should be used as background for dictionary work in grade 4.)
22. Interpret simple maps, tables, and graphs.
23. Discriminate between major and minor ideas in selections read.

Skills to be developed in grades 4-6

Ability to--

1. Follow directions.
2. Select central thought.
3. Note details.
4. Pick relevant material from a unit.
5. Judge values.
6. Organize ideas.
7. Remember personal characteristics in a unit.
8. Locate specific information in a story from general reading.
9. Skim material.
10. Reread articles for different purposes.
11. Recognize characters from descriptive words.
12. Determine the type of story.
13. Remember details at later date from notes taken.
14. Select proper titles for units.
15. Draw inferences.
16. Recognize comparisions, opposites, etc., in vocabulary.
17. Outline.
18. Abstract or give a précis.
19. Interpret the author's meaning.
20. Build individual associations around materials read.
21. Use study guides.
22. Interpret graphs.
23. Use reference books, indexes.
24. Use card file correctly and rapidly.
25. Visualize, draw on mental imagery.
26. Select theme in a story.
27. Read fluently and rapidly material that requires rapid reading.
28. Check comprehension with specific questions after speed tests.
29. Use dictionary easily.

4.2 Social Studies: Grades 3-6

4.2.1 Purposes of the Course

4.2.1.1 To help student teachers enhance their understanding of themselves and of the world in which they live so that they may help children to gain these understandings

4.2.1.2 To give the students opportunities to explore the contribution of the several social sciences to the elementary school curriculum

4.2.1.3 To review skills required for the implementation of social studies curriculum

4.2.1.4 To focus attention on the need for teaching principles, concepts, generalizations, rather than acquisition of facts

4.2.1.5 To introduce the students to a variety of curriculums programmed by states and cities for nursery classes through the sixth grade in order to see scope, sequence

4.2.1.6 To clarify teacher planning--lessons, teaching units, resource units

4.2.1.7 To afford experiences in utilizing diverse resources to enrich classroom experiences

4.2.1.8 To tap current research for clues to new directions for classroom activities

4.2.2 Content of the Course

4.2.2.1 Introduction: delineation of course requirements, presentation of bibliography, and discussion of resources

4.2.2.2 The meaning of social studies: anthropology, economics, geography, history and political science, sociology

4.2.2.3 Structure of knowledge, development of generalization, particularly as applied to social studies

4.2.2.4 The United Nations Organization

4.2.2.5 Civil liberties; rights and responsibilities; values, attitudes, behavior

4.2.2.6 Cultural similarities and differences

4.2.2.7 Timelines and chronology; geographic principles, maps, and globes

4.2.2.8 The relation of social studies to other curriculum areas

4.2.2.9 A study in depth of some selected cultures second half of the semester (Since the selections are based on current events and individual motivation they vary from class to class.)

4.2.2.10 Units on the Negro in American History; Puerto Rican History; contributions made by members of minority groups.

These units should add a new dimension to the student's understanding of the positive aspects of Negro and Puerto Rican life. The unit could include a discussion of the civil rights movement and its impact on public education in urban areas.

Suggested readings for the unit:

Negro Heritage Library Encyclopedia.

New York City Board of Education.
The Negro in American History.
Puerto Rican Profiles.

Pettigrew, T. F. *A Profile of the Negro American*. New York: Van Nostrand, 1964.

Silberman, Charles. *Crisis in Black and White*. New York: Random House, 1964.

4.2.2.11 Evaluation of process and evaluation of product.

Activities: See 4.5.

Readings: See Bibliography.

4.3 **Science:** Grades 3-6

4.3.1 Purposes of the Course

To understand and appreciate--

4.3.1.1 Conceptual knowledge, comprising the results of scientific endeavor
4.3.1.2 Process of science, comprising the methods of inquiry
  4.3.1.2.1 Value of methods and procedures of science in discovering new knowledge, and extending meaning of previously developed ideas
4.3.1.3 Importance of science for understanding world today
4.3.1.4 Intellectual satisfaction of study of science
4.3.1.5 Social aspects of science

4.3.2 Content of the Course

4.3.2.1 General Objectives of Science Education
Science education for changing times
Purposes derived from the nature of children
Purposes derived from the nature of science
4.3.2.2 An Understanding of How the Individual Learns Science
The development of scientific concepts
The nature of critical thinking
Views of the nature of scientific attitudes and methods
Components of scientific methods
Experiences conducive to the learning of scientific attitudes and methods
4.3.2.3 Development of Science Programs in Elementary Schools
Selection of subject matter
Organization of the program.
Characteristics of a good elementary science program
4.3.2.4 The Teaching of Science in the Elementary School
Teaching methods as a reflection of goals
Problem-solving and the process of discovery
Activities which lead to discoveries
Sequences of learning science (the spiral curriculum)
4.3.2.5 Characteristics of Good Science Learning Activity
A variety of activities to internalize experience
The gaining of basic understandings commensurate with needs, abilities, and interests
The relation between activities and direct experiences for the acquisition of knowledge of the environment
Adequate planning for science teaching
Evaluation as part of the teaching-learning process
Teacher evaluation of pupil growth in science

4.3.2.6 Science in the Classroom

Techniques for emphasizing growing familiarity with appreciation of one's surroundings

Development of ability to sense and solve problems encountered in the environment

Techniques which lead to the development of hypotheses, the use of imagination, the anticipation of phenomena

Concept development as a dynamic process; its relation to the growth of mental and manipulative skills, skills of observation, reflective thinking, and problem-solving

Understanding and ability to use fundamental concepts and relations of science in order to interpret intelligently the natural and man-made phenomena in the environment

Techniques for developing the teaching of fundamental ideas, readiness for learning, motives for learning, attitudes toward inquiry,and the use of heuristics.

4.3.2.7 The Role of Measurement and Quantitative Concepts; Their Relation to Experiments

The nature of measurement and the experimental process in the primary grades

Teaching of basic concepts in terms of the experiences which pupils understand; development of more conceptually adequate modes of thought from the concrete and specific

4.3.2.8 Facilities, Equipment and Instructional Materials for the Science Program

Trends in science teaching which affect facilities and equipment

Integrated planning of facilities

Facilities for science teaching in the elementary school

Equipment for science teaching in the elementary school

The classroom as a place of experimentation

4.3.2.9 The Development of an Enrichment Program for the Gifted Child

4.3.2.10 The Teaching of Science and Its Relation to the Total School Program

The social aspects of science

The development of an understanding of society's dependence upon scientific and technological achievement.

The appreciation of science as a basic part of modern living

Activities: See 4.5.

Readings: See Bibliography.

4.4 Mathematics: Grades 3-6

4.4.1 Purposes of the Course

To understand and appreciate--

- 4.4.1.1 The role of structure, intuition, deductive and inductive thinking in the construction of mathematical systems
- 4.4.1.2 The social aspects of mathematics: the development of an ability to interpret data relevant to personal, civic, and economic decisions
- 4.4.1.3 The use of arithmetic as a language; quantitative and relational language
- 4.4.1.4 Sources of the development of new mathematics curriculums: University of Illinois Arithmetic Project, Minnesota School Mathematics Center, Stanford Projects, University of Maryland Mathematics Programs, and others
- 4.4.1.5 The relation of the new mathematics to the purposes of elementary education

4.4.2 Content of the Course

- 4.4.2.1 General Objectives of Mathematics Education
  - Current issues in arithmetic learning
  - Goals of arithmetic instruction
  - Purposes derived from the nature of children
  - Purposes derived from the nature of arithmetic
- 4.4.2.2 An Understanding of How the Individual Learns Mathematics
  - The nature of concept formation in children
  - Concept formations and mathematics
  - Theories of learning and pupil readiness,
- 4.4.2.3 Developing Mathematics Programs in Elementary School
  - Selection of the subject matter
  - Organization of the program
  - Characteristics of a good elementary mathematics program
  - The relation between activities and direct experiences for the acquisition of knowledge of arithmetic
  - Adequate planning for arithmetic teaching
  - Evaluation as part of the teaching-learning process
  - Teacher evaluation of pupil growth in arithmetic learning
- 4.4.2.4 Basic Concepts of Elementary Mathematics
  - 4.4.2.4.1 The concept of number
    - The problem of the logical basis of the natural numbers
    - The number system
    - Number operations

- 4.4.2.4.2 Approaches to number concepts
  - Verbal methods
  - Methods based on visual perception and imagery
  - Activity methods
  - The modern approach in the nursery school (Cuisenaire apparatus; Piaget's view; Dienes materials; Stern materials)
- 4.4.2.4.3 Concepts of lengths and measurement
  - The views of the Geneva School on the development of concepts relating to length and measurement
- 4.4.2.4.4 Mathematical relations of equality and inequality
- 4.4.2.4.5 Computational rationale

4.4.2.5 Current Research on the Growth of Mathematical Concepts

4.4.2.6 The Teaching of Arithmetic in the Elementary School
- Teaching methods as a reflection of goals
- Problem-solving and the process of discovery
- Activities which lead to discoveries, understanding, and generalizations
- A variety of experiences to internalize experiences
- The gaining of basic understandings commensurate with needs, abilities, and interests of children

4.4.2.7 Facilities, Equipment, and Instructional Materials for the Mathematics Program
- Trends in mathematics teaching which affect facilities and equipment
- Manipulative and pictorial equipment
- The classroom as a place of experimentation, exploration, and discovery
- Community resources

4.4.2.8 Individual Differences in Mathematics Education
- Factors relating to achievement in arithmetic
- Adjustment in class organization
- Variations in content

4.4.2.9 Evaluation of Pupil Progress
- The outcomes in arithmetic instruction
- Purposes of evaluation
- Techniques for evaluating

Activities: See 4.5.

Readings: See Bibliography.

4.5 Activities for Curriculum: Grades 3-6

1. Analyze a videotaped lesson for one or more of the following:
    - Use of key questions
    - Language of teachers and students
    - Clarity of objectives
    - Evaluation techniques.

2. Select an area from the curriculum suitable for working with a small group. Role play teacher with the college class as the students, and evaluate the experience from the point of view of--
    - How well the lesson was planned (criteria based on content learning)
    - Appropriateness of language, content, material
    - How the class was led to accept or discover or define the aim of the lesson
    - Methods of achieving motivation with emphasis on the difference between extrinsic and intrinsic motivation.

3. Observe a lesson taught in a classroom.(In addition to previous classroom observations, this assignment might be related to a specific curriculum area, and might be used to reinforce the concepts of transfer, relevance of content to student concerns, variety of methods and material used.)

4. Plan a specific lesson to teach concept formation, skills, and to discover attitudes.
   Clearly state--
    - Behavioral objectives
    - Concepts to be learned
    - Media to be used and where
    - Provision for retention
    - Relation to urban setting
    - Special organization of the class

5. Prepare a unit.
   (One curriculum area might be used to propose the assignment of a resource unit, another for the assignment of constructing a teaching unit.)

APPENDIX

Checklist for Directed Classroom Observation

1. Physical Appearance of the Classroom
   - Is the room attractive? pleasant? warm?
   - Do materials on the walls and bulletin boards reflect pupils' work? Reflect ethnic origin of all peoples? Pertain to class and community?
   - Where is teacher's desk located?
   - Is the pupil furniture fixed or moveable?
   - How are seats arranged?
   - How are children seated? by sex? by race? by size?
   - How many pupils are present?
   - How much freedom of movement do the pupils have?
   - What is the classroom noise level?

2. The Teacher
   - Is the teacher's tone and attitude pleasant? warm? friendly?
   - What are the characteristics of the teacher's nonverbal (facial expression, gestures) behavior?
   - Is the teacher's voice pleasant? clear? loud?
   - Is the teacher's dress appropriate?
   - Does the teacher stay in one place? move around? sit, stand all the time?
   - Is the teacher sensitive to pupils' emotional and physical needs?
   - How does the teacher handle class interruptions from outside the room (monitors, office)? from inside the classroom?
   - How does the teacher get class attention? keep order?

3. Teacher-Pupil Interaction
   - Do pupils respond only to teacher's questions?
   - Are pupils used as group, or does class have leaders?
   - Do pupils feel free to ask questions of the teacher? If so, are answers given by teacher or by other pupils?
   - Does teacher seem to focus on a few pupils? on many?
   - Does teacher call only on pupils who raise hands, or on those who do not raise hands?
   - Do pupils shout out answers?
   - Are answers in response to questions asked?
   - How does teacher give individual attention to unruliness? quarrels? fights? accidents?
   - How does teacher react to pupils' success? failure?
   - Does teacher reward success and ignorefailure? ignore success and punish failure?
   - How does pupil react to his own success or failure?
   - How does pupil respond to teacher's attempt at reward? punishment?
   - How do pupils react to rewards and punishment? toward teacher? other pupils?
   - Is the teacher sensitive to feelings of pupils?
   - What techniques used by the teacher succeed? fail? Is this surprising?
   - What techniques does the teacher use to involve the pupils?
   - What is the intellectual performance of the pupils?

4. Affective Reactions
   - What incidents in the classroom were annoying? upsetting? impressive?
   - Would it be desirable to be a pupil in that classroom?

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2. General
3. Curriculum
    - 3.1 General
    - 3.2 Language Arts
        - 3.2.1 Reading
    - 3.3 Mathematics
    - 3.4 Science
    - 3.5 Social Studies
4. Education of the Disadvantaged
5. Educational Psychology
    - 5.1 General
    - 5.2 Self Concept and Learning
    - 5.3 Social Class and Language Development
    - 5.4 Social Class and Learning
    - 5.5 Social Psychology in Education
        - 5.5.1 Teacher-pupil Interaction
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LEARNING AND TEACHING

Secondary School

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An AACTE Publication for the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, developed by Fordham University, New York City

Introductory Considerations
Underlying Assumptions

1. A team approach will be used in each section of the course. This approach will utilize the services of a generalist in educational psychology, a subject matter specialist, cooperating teachers, and, if possible, the departmental chairmen of the cooperating teachers. The college instructors will visit one another's classes, meet regularly, and visit the schools in which their apprentice teachers will serve.

2. The cooperating teachers will be selected with care.

3. The prior study of the development of urban youth provided in the "Urban Youth" course will be further applied here in the appropriate situations.

4. Throughout the course, the underlying principles of educational psychology will be correlated with the principles and practices of teaching the particular subject area in high schools (methods and materials); these, in turn, will be integrated to the optimum degree with the student's experiences in apprentice teaching.

5. The course aims to help the apprentice teacher adapt himself to the policies and practices prevailing in the school to which he is assigned. This aims not only to dispel the fears and uncertainties of working under difficult conditions (if they do exist) but also to assist the student to learn to apply alternative policies and procedures.

6. The six hours per week of university study will be divided into two hours study each of principles of educational psychology, methods and materials in the subject specialty, and discussion or guidance of the student's experiences in apprentice teaching. Provision will be made for large group and small group organization of the study in the university.

7. In the course of the term, the apprentice teacher will be given adequate opportunity to observe the performance of all the major duties of the beginning teacher in his subject area and to develop some skill in performing these duties himself.

8. On the basis of a spiral development, the syllabus is organized into two consecutive parts. This spiral development implies that learning and teaching will be considered in their simpler aspects in early units and in their deeper or subtler aspects in later units: e.g., motivation as an element in a lesson, motivation as a spur to further learning, motivation or lack of it in the self-image of many ghetto-dwelling Negroes, and motivation in the establishment of remote goals.

Part I

Part I emphasizes (a) the orientation of the apprentice teacher to his environment, (b) the teaching skills, curricular materials, and those elementary skills in the performance of nonteaching services particularly necessary during the early part of the term, and (c) a brief overview of methods and materials.

Part I consists of six units to be given in approximately 16 hours.

Unit I Establishing Positive Procedures in Class Management at the Beginning of the Term

1. Concepts and Skills
    - 1.1 Orientation of the apprentice teacher to school setting, facilities, routines
    - 1.2 Observation of the cooperating teacher as he establishes routines and begins pupil accounting for his homeroom (official class)
    - 1.3 Observation of the methods of the cooperating teacher as he prepares for his subject classes during the first week and as he establishes routines in class management; assistance to him as requested
2. Activities
    - 2.1 Formulation of the functions of the homeroom class in a high school
    - 2.2 Examination of typical records and reports maintained by the homeroom teacher, with the purposes served by each
    - 2.3 Rationale for selected routine procedures and records in class management established at the beginning of the term
    - 2.4 Comparison of procedures to be routinized with those not to be routinized
    - 2.5 Comparison of routine procedures used in different schools and different departments
    - 2.6 After assignment and appropriate introduction to his school, information to be sought by each apprentice teacher about--
        - 2.6.1 The school, including its exact location, the location of his department's classrooms, special facilities, equipment and supplies;
        - 2.6.2 The administrative organization of the school, from the principal to the custodian;
        - 2.6.3 The special services offered by the school, including the library, audiovisual center, the guidance services; the relation of the services to other community agencies

2.7 As soon as possible, conversations which involve each apprentice with the principal, administrative assistants, the chairman of departments, and as many practicing teachers as possible. Visiting the teachers' lounge and eating with the school's staff are excellent ways of getting acquainted and getting to feel a part of the faculty.

2.8 Recording of apprentice teacher's observations at the school. Each apprentice should be sensitized to observe such topics as--
  2.8.1 Teacher's personal attributes,
  2.8.2 Teacher's methods of conducting lessons,
  2.8.3 Teacher's handling of classroom routines,
  2.8.4 Teacher's interactions with pupils,
  2.8.5 Teacher's use of various instructional media in the classroom.

3. Readings (for all units in Part I)

New York City Board of Education. Getting Started in the Secondary Schools. Manual for new teachers. New York: the Board.

Appropriate sections on the principles and practices of teaching from among the following:

Batchelder, H. T., and others. Student Teaching in Secondary Schools. Fourth edition. New York: McGraw-Hill, 1964.

Bennie, William A. Cooperation for Better Student Teaching. Minneapolis, Minnesota: Burgess, 1966.

Callahan, Sterling, G. Successful Teaching in Secondary Schools. Glenview, Illinois: Scott Foresman, 1966.

Grambs, Jean D., and others. Modern Methods in Secondary Education. New York: Dryden Press, 1958.

Hansen, Kenneth H. High School Teaching. Englewood Cliffs, N.J.: Prentice-Hall, 1957.

Rivlin, Harry N. Teaching Adolescents in Secondary Schools. New York: Appleton-Century-Crofts, 1961.

Also recommended:

A text on principles and practices of teaching each particular subject area, to be selected by the instructor

The syllabus and basic materials of instruction used in the subject department in the school in which the apprentice teacher serves

Unit 2 Developing Efficient Class Management and Constructive Class Discipline after the Term Begins

1. Concepts and Skills
    - 1.1 Pupil participation in class management
    - 1.2 Critical transitional points in class period requiring smooth management procedures
    - 1.3 Maintenance of records and reports
    - 1.4 Relationship of good management to good teaching and learning (and the converse)
    - 1.5 Meaning of constructive class discipline and conditions conducive to its establishment
    - 1.6 Relationship of good discipline to good teaching and learning (and the converse)
    - 1.7 Specific types of group infraction and specific types of individual infraction; discipline as an aspect of guidance
    - 1.8 Initial consideration of the interrelationships between educational psychology and the practices in the above areas

2. Activities
    - 2.1 Development of initial skills in observation of cooperating teacher's methods of class management and class discipline; observation of similarities and differences in pupil reaction; observation of the teacher's attitudes and procedures in these areas
    - 2.2 Consideration of illustrations and problems presented by the members of the class

3. Readings

    See Unit 1.

Unit 3 Learning Student Characteristics

1. Concepts and Skills
   - 1.1 Review of socioeconomic composition of the high schools of New York City
   - 1.2 Identification of similarities and differences among secondary school pupils (abilities, achievement, personalities, etc.)
   - 1.3 Use of cumulative school record of the individual student, with due attention to its usefulness and limitations
   - 1.4 Observation of the manner in which teachers provide for individual differences in varying situations

2. Activities
   - 2.1 Study of the available class profile of a given subject class; the cumulative record of a given student in the subject classes, in the cooperating teacher's homeroom class; justification of inferences drawn from the data.
   - 2.2 Citation of illustrations of item 1.4; tentative appraisal of the effectiveness of the teacher's efforts

3. Readings

   See Unit 1.

Unit 4 Learning to Prepare a Plan for One Lesson; Learning to Teach It

1. Concepts and Skills
   - 1.1 Purpose of daily lesson planning
   - 1.2 Component parts of a typical developmental lesson on the high school level (introductory consideration of each element)
   - 1.3 Indispensable items in the written lesson plan
   - 1.4 Importance of teacher's mastery of the content of the lesson and of his readiness to perform effectively (e.g., oral interpretation of the poem to be taught or demonstration of skill in the performance of an experiment)
   - 1.5 Adherence to the plan, deviation from it: the novice and the experienced teacher.
   - 1.6 Importance of securing a balance between the excessively structured lesson and the drifting lesson
   - 1.7 Introduction to the principles of learning underlying the above

2. Activities
   - 2.1 Reports by apprentice teachers of effective lessons given by their respective cooperating teachers which analyze their component parts (for identification purposes), and synthesize them in terms of development of unifying theme, mood, or other aim
   - 2.2 The viewing of a well developed videotaped lesson; treatment of it as in 2.1
   - 2.3 The viewing of a poorly developed videotaped lesson; location of the points at which learning broke down
   - 2.4 Composition by members of the class of plans for actual lessons to be given in the high school; consideration of suggestions for improvement
   - 2.5 Comparison of forms of lesson plans used in various high schools; analysis of common and diverse elements

3. Readings
   See Unit 1.

Unit 5 Surveying the Most Commonly Used Teaching Techniques

1. Concepts and Skills
    - 1.1 The art of questioning
    - 1.2 Essentials of conducting a classroom discussion
    - 1.3 Effective employment of audiovisual aids most commonly used by good beginning teachers (chalkboards, pictures, slides, films, models, record players, tape recorders, maps, charts); basic procedures in using these aids
    - 1.4 The demonstration-discussion lesson
    - 1.5 Introduction to the principles of learning underlying the above

2. Activities
    - 2.1 Composition of three pivotal questions constituting the framework for a lesson plan on a given topic
    - 2.2 Correction of common errors of novices in the wording of questions
    - 2.3 Analysis of a video-taped lesson for one or more of the following purposes:
        - To note how pivotal or key questions and the answers thereto were used for moving the lesson toward the desired goal;
        - To note the teacher's skill in securing and building on sustained answers;
        - To note and correct common errors in the handling of answers
    - 2.4 Demonstration of the skillful use and organization of the chalkboards in the various parts of a lesson
    - 2.5 Presentation of subject lesson by student teacher utilizing audiovisual materials, at level of class maturity (college seniors); discussion of effective procedures; discussion of modifications necessary for secondary school
    - 2.6 Brief discussion conducted by a student on a subject area topic on the level of class maturity (college seniors); discussion of effective procedures; modifications necessary for secondary school

3. Readings

    See Unit 1.

Unit 6 Viewing the Curriculum in an Urban Setting

1. Concepts and Skills
    - 1.1 Definition of the secondary school curriculum in terms of a vehicle for achieving the goals of the school
    - 1.2 Analysis of various curriculum patterns serving specific functions in schools
    - 1.3 Relation of the prescribed curricular offerings (by state and/or city and school) to the problems of youth in urban settings
    - 1.4 Identification of the radical curricular modifications and changes taking place in secondary schools with some attention to causes
    - 1.5 Identification of curricular offerings as means for achieving ends rather than as ends in themselves
    - 1.6 Notation of the major structural components of the specific curricular areas (These components can best be understood by identifying the major unifying themes, the principal methods or paths of development and investigation, the limitations, strengths, and contributions of the several subject disciplines.)

2. Activities
    - 2.1 A careful analysis of the prescribed curricular offerings for the students; determination and comparison of the requirements of the state, city, and the specific school
    - 2.2 A study of the structure of the student's special discipline or disciplines, with special attention to the major unifying themes
    - 2.3 Identification of structural changes in a particular discipline over the years (Teachers must understand that while an understanding of structure enhances the process of conceptualization and cognitive learning, the structure itself is not immutable.)

3. Readings

    Curriculum bulletins in the several subject fields at city, state, and national levels

Part II

The ten units of Part II present a sustained treatment of the principles of learning, relating them to the teaching of the respective subject matter specialties of the apprentice teachers.

Each of the ten units is organized as follows:

1. The principles of learning underlying the unit and several applications of these principles are set forth in summary terms.
2. The correlated principles and practices of teaching are stated or briefly described, unless they are given or clearly implied in the section described in 1.
   Specific applications of the above-stated principles to the teaching of respective subject specialties, as well as the treatment of the instructional materials in the specialties, are left to the subject specialists.
3. Some activities of members of the class (large group or small group) are suggested.
4. Reading assignments and, in some cases, other types of independent work, are stated in general terms; specifics are left to the individual instructor.

Unit I Understanding the Learning-Teaching Process

Applied Principles of Learning

1. Concepts and Skills
   - 1.1 The teacher must be able to understand the purposes, fundamental principles, and methodology of the study of learning in order to relate learning principles (what the pupil does) to teaching processes (what the teacher does).
   - 1.2 The teacher becomes skillful in--
     - 1.2.1 Distinguishing *behavior* (performing or reacting), from *learning* as a change in behavior;
     - 1.2.2 Learning to state behavioral objectives (what the student does in given situations);
     - 1.2.3 Analyzing the learning process into its elements: readiness; motivation; situation; interpretation of situation by the student; direction of the interpretation to an end to be achieved; evaluation of the validity of the interpretation in terms of the goal or other acceptable interpretation;
     - 1.2.4 Analyzing the teaching counterparts of the learning process: diagnosis of the differences in pupils; provision for motivation; setting of situation by teacher; working out of objectives (by teacher and pupils); interpretation of content; teacher evaluation.

2. Activities
    2.1 Observe (professor and student teacher) a film of a classroom in action. Record observation. Discuss differences in perception between naive and sophisticated observer. Show how biases may influence perception: e.g., what the observer would see if he viewed the film from the point of view of (a) a reinforcement theorist, (b) a phenomenologist, (c) a cognitive theorist, (d) an interaction analyst, (e) a developmental psychologist.
    2.2 Prepare several behavioral objectives to represent a course of study in the student teacher's area of interest. Emphasize writing good behavioral objectives, rather than describing the entire course. Students in each methods section can be assigned different parts of their course so that a "package" of behavioral objectives can be made available to the entire group.

3. Readings

Green, D. R. Educational Psychology. Englewood Cliffs, N.J.: Prentice-Hall, 1964. Chapters 3 and 5.

Mager, R. F. Preparing Instructional Objectives. San Francisco: Fearon, 1964.

Correlated Principles and Practices of Teaching
(In addition to those expressed or clearly implied above)

1. Concepts and Skills
    1.1 The teacher should understand the purposes of education in a democracy, if only in their fundamental aspects. He might explore the formulation of these goals, stated in behavioral terms by the Educational Policies Commission of The National Education Association, or any other comparable formulation.
    1.2 The teacher should understand how a formulation of the goals of secondary education stated in behavioral terms fits into 1.1. See Behavioral Goals of General Education in High School (limited to the general education aspects of secondary education), by Will French. (New York: Russell Sage Foundation, 1957.)
    1.3 The teacher should understand, if only through overview at first, how his subject specialty can contribute in behavioral terms to the realization of the goals of secondary education.
    1.4 The teacher should be able to analyze in behavioral terms the objectives of the course of study for each grade in the specialty which he will teach.
    1.5 The teacher should understand that all of the above principles should constitute the continuing and controlling frame of reference for all his planning (and other) activities.

2. Activities
    See Applied Principles of Learning, 2.2.

3. Readings
    See Applied Principles of Learning, 3.

Unit 2 Motivating the Pupil

Applied Principles of Learning

1. Concepts and Skills
    - 1.1 The teacher must be able to establish an atmosphere in which pupils will be productively task-oriented.
    - 1.2 The teacher becomes skillful in--
        - 1.2.1 Identifying intrinsic motives and their exploitation (achievement motive, curiosity, affiliation motive);
        - 1.2.2 Reducing the effects of disruptive motives;
        - 1.2.3 Distinguishing between the effects of rewards and punishments and the effects of success and failure;
        - 1.2.4 Helping pupils maximize the information provided by errors or mistakes;
        - 1.2.5 Understanding and employing knowledge about the self-image and level of aspiration of the pupil; (The teacher must do what he can to eliminate or to minimize the effects of previously established constraints from family, social milieu, and school, on level of student aspiration, self-image, exploration, and curiosity.)
        - 1.2.6 Optimal phasing in feedback from the teacher to give the rewarding functions back to the learner in the task;
        - 1.2.7 Understanding the need for pupils and teacher to state short-range, intermediate, and long-range goals; (The school activity must have some value for the pupils. Teachers must help pupils work toward remote rewards.)
        - 1.2.8 Understanding the reward value of different incentives for varying groups;
        - 1.2.9 Understanding the effects of the reinforcement process, need reduction, schedules of reinforcement in increasing pupil activity.

2. Activities
    - 2.1 View films which emphasize individual motivation and behavior.
    - 2.2 Learn to observe motivational factors in the classroom. Emphasize observation of extent of rewards and punishment, success and failure, as practiced by teacher and by pupils. What effects do these have on the pupil's later behavior? Are children from different socioeconomic classes treated differently? Do they react differently? What provision has the teacher made for motivation in introducing the lesson? What provision would the apprentice teacher have made? Is there evidence of capitalizing on the intrinsic and social motives?

3. Readings

Green, D. R. Educational Psychology. Englewood Cliffs, N.J.: Prentice-Hall, 1964. Chapter 4.

Murray, E. J. Motivation and Emotion. Englewood Cliffs, N.J.: Prentice-Hall, 1964. Chapters 2, 5, 6, 7, and 8.

3. Readings

Green, D. R. Educational Psychology. Englewood Cliffs, N.J.: Prentice-Hall, 1964. Chapter 4.

Murray, E. J. Motivation and Emotion. Englewood Cliffs, N.J.: Prentice-Hall, 1964. Chapters 2,5,6,7, and 8.

Correlated Principles and Practices of Teaching

(In addition to those expressed or clearly implied above)

1. Concepts and Skills
    1.1 The teacher should think of motivation as a reflection of the student's emotional and intellectual needs. The teacher is thus enabled to plan in larger terms than a single class period.
    1.2 The unit of instruction and the individual lessons therein should, as much as possible, begin at points of application in the lives of the pupils.
    1.3 There are effective ways of arousing and sustaining interest in unit topics or themes, in the topics of individual lessons, when the sense of need is remote.
    1.4 Both the teacher and the class must understand and accept the specific objectives and the ultimate purposes of the proposed learning activities. These understandings manifest themselves in--
        1.4.1 Planning class activities in terms of specific objectives;
        1.4.2 Cooperative planning with the class.
    1.5 In the motivation of a single lesson, there are temporarily effective ways of arousing curiosity or initial interest, as well as ways of creating and sustaining interest intrinsic to the activity or topic.
    1.6 By varying his teaching style, the teacher can keep interest high, particularly when and if it lags in the course of a long unit of work.

2. Activities
    2.1 In preparation for an actual lesson to be given in high school, formulate--
        2.1.1 Chief specific objective of the lesson;
        2.1.2 Methods of leading the class to accept the objective;
        2.1.3 Motivation for the lesson;
        2.1.4 Methods of sustaining motivation.

3. Readings

Section on motivation in texts in methods and materials of the specialty, at the choice of the individual instructor.

Unit 3 Facilitating Transfer and Retention

Applied Principles of Learning

1. Concepts and Skills
    1.1 All learning involves transfer of previous experiences. Previous experiences may hinder (negative transfer), have no effect upon (zero transfer), or facilitate (positive transfer) new learning.
    1.2 The teacher should understand the fundamentals of transfer and their effect on educational practice. Early notions of formal discipline led to curricular content that emphasized the development of "mental disciplines" for which the content was only a vehicle to develop such abilities as memory, concentration, willpower, etc. The notion of identical elements, though valid, at first led to curriculums that emphasized the specific applications pupils had to make. This was characterized by the vocational school approach. It is impractical if not impossible for the school to teach for every specific situation. The identification of the notion that principles transfer led to a more balanced curriculum.
    1.3 Facts, skills, attitudes, and methods all transfer to affect new learning. Of particular importance for the teacher is the recognition of nonspecific transfer, cutting across all subject matter areas, known as "learning-how-to-learn" (study habits, reading skills, etc.). It is quite likely that this is the major deficiency of the culturally deprived and the most important objective of compensatory education as well as of all education.
    1.4 Although transfer will occur automatically, without direction it may result in negative transfer because of pupil misunderstanding, failure to see applications, etc. Transfer occurs only to the extent that pupils see similarities among situations. To assure that positive transfer occurs, the teacher must make sure the student understands principles thoroughly and must provide opportunity for applying each and every principle, concept, attitude, and skill that is taught. The more varied the applications, the better the transfer. Especially important are applications to situations in which urban youth will find themselves later. See Units 4,5, and 6 below: "Acquiring Concepts," "Changing Attitudes," "Developing Skills."
    1.5 The teacher should understand similarities and differences between retention and forgetting.
    1.6 The teacher should know mechanisms of forgetting:
        1.6.1 Retroactive inhibition (forgetting due to interference by activities occurring between learning and the time of testing);
        1.6.2 Proactive inhibition (forgetting due to interference from all activities prior to learning and material to be tested);

    - 1.6.3 Repression (forgetting of unpleasant ideas);
    - 1.6.4 Changes in the situation in which material is tested as compared to the situation in which material was originally learned.
- 1.7 To facilitate transfer and retention, the teacher can--
    - 1.7.1 Provide structure in the form of advance organizers prior to teaching a unit--a kind of overview;
    - 1.7.2 Provide applications meaningful to the pupil in terms of his prior experience;
    - 1.7.3 Provide for "learning-to-learn"; Example: Whatever the teacher does with respect to learning how to write an essay (even though he is a social studies or a science teacher) will influence how the student writes a paper for another course. Teachers must be united in carrying out their responsibilities for teaching transcurricular skills such as reading, good language habits, writing, etc.
    - 1.7.4 Provide for overlearning; (One of the most important factors in memory is that the material to be learned is rehearsed, reviewed, drilled, related to earlier learnings, made meaningful, etc.) Recall is enhanced when first the individual reads about a topic, then hears a discussion of the topic, then does laboratory exercises on the topic, then reports on the laboratory exercises. Each activity adds one more degree of overlearning.
    - 1.7.5 Provide for distributed practice; the teacher should not attempt to go on to another phase of the topic before the first is thoroughly learned. He should then give some break or rest period between the two (perhaps a second day is needed). He should certainly review the topic in one way or another fairly soon after initial learning. He should use the spiral development method; i.e., use the material learned throughout the course. He should not think of a unit as something with an end and therefore drop it. A unit has no end; it is only the beginning of further learning.
    - 1.7.6 Help students plan course schedules so that one course does not interfere with the other: for example, the beginning student with no foreign language facility will experience considerable difficulty if he takes Spanish the first period of the day, followed by French the second period. It is best to plan courses that complement each other (that is, do not interfere with each other or do not lead to confusing similarities) or that are totally distinct from each other.

2. Activities
    - 2.1 Observe a classroom and emphasize in the observations the provisions made by the teacher for transfer. Report to the class what provisions might have been made but were not. Does the teacher relate the material taught to the needs of urban youth represented in his class? to the problems of adolescents? to the pupils' vocational goals?
    - 2.2 Discuss in the teaching methods section of the course how transfer is provided for in the student teacher's field. Take specific topics and discuss all ramifications of each so that student teachers grasp the "how-to's" of transfer. Do not discuss general notions of transfer in the methods section. However, when making specific applications be certain underlying principles are designated.
    - 2.3 Observe a class and determine how the teacher provides for principles of retention in assignments, class activities, and presentation. Are overlapping activities fuzzy or made distinct? Is there provision for overview? overlearning? review? rehearsal? relation to pupil's previously acquired knowledge?

3. Readings

Bruner, Jerome. The Process of Education. Cambridge: Harvard University Press, 1960.

Carpenter, F., and Haddan, E. E. Systematic Application of Psychology to Education. New York: Macmillan, 1964. Chapters 10, 11.

Green, D. E. Educational Psychology. Englewood Cliffs, N.J.: Prentice-Hall, 1964. Chapters 1, 4, 5.

Mednick, S. A. Learning. Englewood Cliffs, N.J.: Prentice-Hall, 1964. Chapters 6 and 7.

Correlated Principles and Practices of Teaching

1. Concepts and Skills
    No additions.

2. Activities
    No additions.

3. Readings
    No additions.

Unit 4 Helping Pupils Acquire Concepts

Applied Principles of Learning

1. Concepts and Skills
    - 1.1 The teacher should recognize that any concept or body of knowledge can be represented--
        - 1.1.1 As a set of actions to be performed;
        - 1.1.2 As summary images that stand for the subject (e.g., the term Magna Carta stands for all characteristics of constitutionality; Ag = silver; F = force);
        - 1.1.3 As a symbolic or logical proposition governed by well defined laws (the see saw: governed by Newton's law of moments).
    - 1.2 The teacher should identify the important concepts to be taught in his subject matter field.
    - 1.3 He should know how concepts affect behavior.
    - 1.4 He should know how language affects concept formation:
        - 1.4.1 Verbal mediation
        - 1.4.2 Differences in language and meaning among different subcultural groups: e.g., the "dialectology" of Negro migrants from the rural South
    - 1.5 He should know the processes involved in concept formation:
        - 1.5.1 How pupils organize knowledge;
        - 1.5.2 How they learn to perceive;
        - 1.5.3 How they learn characteristics associated with symbols;
        - 1.5.4 How they learn to discriminate, to form categories, classifications, groups, etc., from their experiences.
    - 1.6 The teacher must make provision for applying concepts in his subject matter field to appropriate situations in the student's everyday experience.
    - 1.7 The teacher must decide by use of appropriate diagnostic procedures at which levels pupils are operating and the levels at which given pupils are to be taught. Premature symbolization may impair deeper learning.
    - 1.8 The teacher must realize that not everything about a given concept can be learned at once. Concepts must be reconsidered and reported with different emphases.
    - 1.9 The presentation of material in concept formation must take into account the complexity of material, the size of steps, and the order of presentation.
    - 1.10 The teacher must learn how to utilize cultural patterns in enriching concepts: e.g., to capitalize on the varied background and experiences of the many pupils in his classes; to eliminate distortions and misconceptions due to cultural patterns.

1.11 Specific teaching techniques may include such procedures as the following:
  - 1.11.1 Demonstrating to pupils what and how to perceive, and providing for discrimination;
  - 1.11.2 Comparing and contrasting different and opposing categories of concept (e.g., democracies and monarchies, representational and abstract art objects, compounds and solutions, etc.);
  - 1.11.3 Relating observations to other things included in the category by questions such as--
    - 1.11.3.1 What other things do you know that are compounds?
    - 1.11.3.2 What other artists do you know who tend to paint representational pictures?
  - 1.11.4 Making certain that the above principles are employed regardless of the concept being taught and techniques being used to develop a concept. For example, the mere visit to a museum or zoo is a wasteful procedure unless some provision is made for perceiving, classifying, and the like.

NOTE ON ACTIVITIES AND READINGS FOR UNITS 4, 5, 6:

Although these units must necessarily be treated separately, there will be common elements among them, especially with regard to activities. Activities for these units should augment the overview of the curriculum (Part I, Unit 6).

2. Activities
  - 2.1 Prepare a lesson plan to teach a lesson in concept formation, skills, or attitude, depending on the unit being studied. The lesson plan should consider everything taught in the term thus far. It should include statements of the following:
    - 2.1.1 A clear behavioral objective
    - 2.1.2 Method of provision for motivation
    - 2.1.3 Method of consideration of concept formation (skills, attitudes) in the presentation of content
    - 2.1.4 Media to be used, and where they will be used
    - 2.1.5 Provision to be made for retention
    - 2.1.6 Use of the urban settings
    - 2.1.7 Special teaching techniques (group discussion, etc.) to be employed
  - 2.2 Teach the lesson one period in the high school as planned. Direct another apprentice teacher to observe the lesson and provide constructive criticism. Discuss problems in the college class.
  - 2.3 Require each apprentice teacher to prepare three lesson plans in detail and then teach from each in his high school classes.
  - 2.4 Have each student prepare a different lesson for each end product (concepts, attitudes, and skills). Share these with the methods class as a whole so that students will have a set of carefully prepared lesson plans with which to begin their teaching assignments as appointed teachers.

2.5 Identify the major curriculum concepts pertinent to the achievement of the aims established for the term.

2.6 For each major concept, state a minimum of three behavioral objectives. Emphasis should always be on what the student can do once he has acquired information or learned a given concept: e.g., the student identifies, formulates, solves, rather than merely realizes, understands, or knows.

2.7 For each behavioral objective, list one or more pupil activity which the pupils must perform in order to reinforce knowledge of the particular concept. Care should be taken to assure that the activities are realistically related to the experiences and needs of urban youth. After deciding the pupil activities, attention should be given to those activities which are to be performed by the apprentice teacher.

2.8 Write sample test items of various types to indicate how one might measure the outcomes of the activities listed in 2.7.

2.9 In college class discussions with the supervisor, analyze and criticize the activities suggested by the apprentice teacher. There should be discussions and demonstrations of other methods and techniques of teaching-learning which reinforce the concepts under consideration.

2.10 Have each apprentice write a lesson plan for teaching a single concept in his field. Design the lesson plan in accordance with the behavioral objectives stated in 2.6, the pupil and teacher activities listed in 2.7.

2.11 Conduct the class for whom it was designed, preferably under the observation of the college supervisor and the cooperating teacher.

2.12 Evaluate the lesson cooperatively. Include the apprentice, the supervisor, and the cooperating teacher; give due attention to the psychological principles and components of concept formation.

3. Readings

Green, D. R. Educational Psychology. Englewood Cliffs, N.J.: 1964. Chapters 2, 6.

Woodruff, A. D. Basic Concepts of Teaching. San Francisco: Chandler, 1961. Chapters 7, 8.

Correlated Principles and Practices of Teaching
(In addition to those expressed or clearly implied above)

1. Concepts and Skills

1.1 Concepts are frequently learned and taught at the high school level in the lesson pattern commonly known (at least in the New York City high schools) as the developmental lesson.

1.2 Central to the planning and conducting of a developmental lesson is the art of questioning, particularly the posing of carefully worded pivotal questions, the skillful treatment of pupils' answers to assure a clearly conceived line of development, and the encouragement of students to ask thoughtful questions. Through such questioning, discrimination and partial generalizations are expressed and tested in remedial summaries. Formulation of the concept and its application are expressed and tested in the final summary.

1.3 The basic characteristics of good questions may be summarized as follows:
  1.3.1 They challenge thinking and invite solutions;
  1.3.2 They are clear and readily understood;
  1.3.3 They are intended to elicit the kind of response which contributes to the progress of the discussion/demonstration, etc.;
  1.3.4 They are arranged in a purposeful order.

1.4 There are both crude and skillful ways to treat students' answers of various types. Among types of student answers are no answer, unimportant answer, significant answer, incorrect answer, poorly or incorrectly expressed answer.

1.5 The teacher's instruction in all types of lessons is enriched by his discovering the questions, individual and common, that concern the students in his classes.

2. Activities
No additions.

3. Readings
The section on the art of questioning in the texts on teaching in high school and/or in the texts in the teaching of the subject specialty.

Unit 5 Developing and Changing Pupil Attitudes

Applied Principles of Learning

1. Concepts and Skills
    - 1.1 The teacher must recognize the affective (emotional) characteristics of attitudes as different from the cognitive characteristics of concepts. Attitudes include prejudices, biases, interests, values, opinions, preferences, etc. Moreover, all involve a degree of "like-dislike" qualities, of "approach-avoidance" behavior. The teacher must understand that deep-seated feelings of this sort, since they have already been experienced, make attitude change difficult.
    - 1.2 The teacher must learn to reinforce desirable existing attitudes, to modify incompletely developed attitudes, to change socially disruptive attitudes, and to help pupils form desirable attitudes where none exist.
    - 1.3 The teacher should identify attitudes that must be taught in his subject matter area.
    - 1.4 The teacher must be aware of the factors in an urban setting that can further the development of desirable attitudes toward art, music, science, and the like.
    - 1.5 The teacher must be aware of the elements in the urban setting which may cause development of undesirable attitudes, such as prejudices, ungrounded opinions, political, racial, and religious biases.
    - 1.6 The teacher must understand the role of identification and imitation in the development of attitudes.
    - 1.7 The teacher must understand the role of insecurity, frustration of needs, and similar feelings in the development of attitudes.
    - 1.8 In his efforts to modify attitudes, the teacher should understand that certain deep-seated personal qualities lead to flexibility or to rigidity; e.g., open-mindedness versus closed-mindedness; internal versus external orientation; the authoritarian personality.
    - 1.9 The teacher must understand how urban secondary school teachers' attitudes and personalities indirectly affect the attitudes of pupils.
    - 1.10 The teacher must understand how to make special provisions for effecting attitude change. All teaching techniques must take into consideration—
        - 1.10.1 The emotional component of attitudes: making a teaching situation pleasant by providing opportunities for pleasant associations and expressions, and by avoiding frustrations and insecurity;
        - 1.10.2 Provision for directed observation; Allowing the student to observe without guidance may lead him to see only those things that are in accord with his biases and prejudices. Thus he does not change;

rather his existing biases are reinforced.)

1.10.3 Provision for realistic models with whom urban children can identify; The teacher should be certain that the identifying figures are important to the pupils.

1.10.4 Provision for group discussion with compatible participants: seeing that the group comes to a decision;

1.10.5 Provision for lectures and talks; The teacher should be certain that the spaker appeals to the group and is considered one who should know the value of a given attitude.

2. Activities

NOTE: Since changes in attitudes are harder to achieve than concept formation, the apprentice teacher must be reminded emphatically that the procedures and activities suggested in Unit 4 probably will not suffice.

2.1 See Unit 4, 2.1.
2.2 See Unit 4, 2.2.
2.3 Identify the major attitudinal attributes which the subject area seeks to enhance or change. Have each apprentice compile a careful listing of typical biases, prejudices, superstitions, stereotypes, and local misconceptions.
2.4 For each attitudinal attribute, write at least three behavioral objectives. Here place the emphasis on how the pupil acts or reacts in situations evoking affective responses: e.g., withholding judgment, expressing appreciation, tolerating a strange point of view, or simply responding or failing to respond in class.
2.5 After careful classroom examination of this problem, make a list of situations and techniques (besides personal contact by teachers) which will achieve the desired attitude changes; e.g., role playing, discussions, movies, and other instructional devices.
2.6 Have each apprentice write a complete lesson plan designed to change pupils' attitudes in a given way.
2.7 Indicate specifically how changes intended through the lesson taught, will be evaluated.
2.8 See Unit 4, 2.11.
2.9 See Unit 4, 2.12.

3. Readings

See Unit 4.

Correlated Principles and Practices of Teaching

(In addition to those expressed or clearly implied above)

1. Concepts and Skills

1.1 The development of desirable attitudes must be planned as carefully as growth in knowledge and skills, and perhaps with deeper insight into the social psychology of adolescence.

1.2 The bias of high school students against some subjects or against certain aspects of subjects prior to their exposure to these subjects can be modified or eliminated, not by direct attack but by creating many, varied, and sustained opportunities for satisfying, active learning experiences.

1.3 There are effective techniques for the teaching of lessons and units in appreciation of literature, art, music, and the affective and aesthetic aspects of all other subjects. Indispensable to all such learning processes is the development of a sense of personal involvement on the part of the pupil.

1.4 There are interesting techniques for the conduct of classroom discussion aimed at modifying the stereotyping of subcultures, at least at the verbal level; at changing attitudes toward contemporary or past groups; at sensing the heroic in common people.

1.5 Teachers sponsoring cocurricular and after school activities can develop ways of changing attitudes that can be applied to their conduct of the regular curriculum.

2. Activities
See those recommended in Applied Principles of Learning. One of the three lesson plans (Unit 4, Applied Principles, 2.3) should be concerned largely with developing or changing of attitudes.

3. Readings
Sections on the development of appreciation and on discussion as a way of learning.

Unit 6 Helping Pupils Master and Apply Skills

Applied Principles of Learning

1. Concepts and Skills
    - 1.1 The teacher should identify skills he must teach in his subject matter area.
    - 1.2 The teacher must plan an operational analysis of the sequence of activities in the performance of the skill.
    - 1.3 The teacher should understand the steps in teaching a skill:
        - 1.3.1 The teacher demonstrates a skill in its entirety, providing some criterion of model performance for emulation and comparison by the pupil;
        - 1.3.2 The student makes a verbal analysis of his observations of the demonstration;
        - 1.3.3 The teacher demonstrates each part of the skill separately;
        - 1.3.4 The student gets an opportunity to make a first attempt at the skill in its entirety;
        - 1.3.5 The teacher monitors practice, provides guidance, provides opportunity to practice parts of the skill which need further development, provides knowledge of progress, and offers opportunities to apply skills.
    - 1.4 The teacher understands the psychological bases that differentiate skilled persons from unskilled persons:
        - 1.4.1 Perception of cues;
        - 1.4.2 Feedback from internal (kinesthetic and proprioceptive) cues;
        - 1.4.3 Correction of perception;
        - 1.4.4 Coordination of movements;
        - 1.4.5 Performance under stress.
    - 1.5 The teacher must understand the similarities and differences between the development of motor skills and the development of cognitive skills.
    - 1.6 Some special procedures that may be helpful are the following:
        - 1.6.1 In the analysis of movements, filmstrips and slow motion films
        - 1.6.2 In the development of motor skills, procedures which emphasize cues from certain muscular movements rather than cues from visual sense
        - 1.6.3 In typewriting, the cues for speed-typing coming from the "feel" of the fingers, not from looking at the keyboard. (Removing the letters from the keyboard makes the pupil independent of the visual cues.)Similarly, blocking the lower half of the visual field in perfecting the foul shot in basketball, since it emphasizes muscular cues associated with the foul shot
        - 1.6.4 Good demonstration by skilled performers
        - 1.6.5 Provision for practice with frequent monitoring for the correction of mistakes and attention to good form

2. Activities
    - 2.1 See Unit 4, 2.1.
    - 2.2 Identify in each specialty the major skills pertinent to achieving the outcomes stated for the term.
    - 2.3 For each specific skill identified, write statements describing the behavioral attributes to be sought in the teaching of the respective skills. For example, "The pupils use the card catalog of the library in locating reference material." "The pupils handle and use apparatus in safe and proper fashion." "The pupils accurately type a minimum of forty words per minute after a certain period of instruction."
    - 2.4 For some major skills identified in 2.2, make careful analyses of the proper steps to be followed in acquiring and mastering them. Here careful attention must be given to the psychological aspects of skill formation, such as effects of demonstrations, mediation, practice, and monitoring.
    - 2.5 Plan a lesson for teaching a specific skill in a particular field.
    - 2.6 See Unit 4, 2.11.
    - 2.7 See Unit 4, 2.12.

3. Readings
    See Unit 4.

Correlated Principles and Practices of Teaching

1. Concepts and Skills
    No additions.

2. Activities
    No additions.

3. Readings
    No additions.

Unit 7 Enhancing Productive Thinking

Applied Principles of Learning

1. Concepts and Skills
    - 1.1 The teacher must understand that the reasoning processes are special cases of transfer. Reasoning cuts across all curriculums and subject matter areas.
    - 1.2 The teacher must understand that in problem-solving, the student arrives at an answer unique to him through integration of acquired knowledge as it is oriented to arriving at the answer to a question.
    - 1.3 The teacher must distinguish between exercises that require only application of a formula and exercises which require the solution of problems.
    - 1.4 The teacher should compare the advantages, disadvantages, and application of reception methods of teaching with those of discovery methods of teaching.
    - 1.5 The teacher should compare the advantages, disadvantages, and applications of inductive methods with those of deductive methods.
    - 1.6 The teacher should recognize factors which inhibit problem solving: set, rigidity, over-motivation, anxiety, and such personality factors as dogmatism.
    - 1.7 The teacher should know how good problem-solvers differ from poor problem-solvers. For example, good problem-solvers restructure the problem in their own words; poor problem-solvers give up if they do not understand the question as it stands. See Bloom, B. S., and Broder, L. J., Problem-Solving Processes of College Students. (Chicago: University of Chicago Press, 1950)
    - 1.8 The teacher should understand factors that comprise the intellect as they are related to productive thinking (Guilford's study of "The Three Faces of Intelligence"). He should distinguish between convergent and divergent thinking.
    - 1.9 The teacher should know how creative pupils behave in school, how teachers react to such pupils; he should understand the relationship between creativity and school achievement. (See Jackson and Getzel's study of high school students.)
    - 1.10 Productive thinking and creativity can be encouraged by brainstorming. It can likewise be encouraged by eliminating the effect of stress and other detrimental factors. Creativity and problem solving take time; pupils should not be expected to come up with an original poem in the last five minutes of class. Recognizing the stages of creativity (including preparation, incubation, testing alternativies, verification) is helpful to the teacher who wishes to encourage creative expression.

1.11 Problem-solving requires exploration of ideas in order to arrive at novel solutions. Consider the fact, for example, that within an urban area there are many subcultural groups. Experiences in some subcultural groups are such that they predispose a pupil to explore with impunity; Other subcultural groups predispose a child not to explore nor to consider alternatives, but only to identify the correct solution that adults want. The teacher must minimize the risks of exploration.

2. Activities

Follow suggestions in Units 4-6; emphasize the use of the discovery method in solving problems.

NOTE: By the time this Unit is undertaken, it is presumed that the apprentice teacher will have planned for and taught lessons specifically designed to promote concept formation, attitudinal formation and change, and skill acquisition. Thus, the apprentice should be ready to plan and teach lessons encompassing more complex procedures for broader outcomes. The apprentice should begin to integrate cognitive, affective, and psychomotor principles into single lessons, emphasizing all the while that procedures for teaching, learning, and evaluating in each domain are different, even though they are all directed toward the singular end of learning: behavior change .

3. Readings

Aschner, M. J., and Bish, C. E. Productive Thinking in Education. Washington: The National Education Association and the Carnegie Foundation, 1965.

The contents are closely related to the objectives described in the syllabus. Each chapter is followed by a brief summary of "Implications for Teaching." It is suggested that the professor decide which chapters will be required reading for the student. However, "Implications for Teaching" and "Education for Productive Thinking" are particularly recommended.

Correlated Principles and Practices of Teaching
(In addition to those expressed or clearly implied above)

1. Concepts and Skills
   - 1.1 Organization for unit teaching, whether for the whole course or for a section, provides richer opportunities for productive thinking in its varied forms, than does traditional organization.
   - 1.2 The introduction of unit teaching at this point in the course offers an opportunity to review with more extensive application the principles of learning and of teaching treated thus far.
   - 1.3 Common adoption of the concept of unit teaching has lent renewed emphasis to the importance of the ability to study(to learn on one's own), and moreover, to apply this ability in the social context of work in committee and reporting to the entire group.

NOTE: Study of Units 8, 9, and 10 (to follow) will afford the teacher further insights and techniques for use in unit teaching.

2. Activities
    - 2.1 Plan a very short unit or subunit of work in the subject field, following the interpretation of the concept of unit teaching accepted by the department in which the apprentice is studying. Prepare a detailed first lesson (commonly called the overview) in the unit or subunit.
    - 2.2 Select one specific study skill needed by one or more members of one of the high school classes (rapid reading, locating information in the library, interpreting a chart, graph, etc.). Guide the individual or the small group to master the skill.
    - 2.3 Observe several sessions of a regular class, cocurricular activity, or after-school group engaged in creative self-expression. Report to the class on the techniques used by the teachers or sponsors. (The group observed need not be in the apprentice's subject specialty.)

3. Readings

    Recommended texts, with emphasis on unit teaching, and on improvement of work skills and study skills.

Unit 8 Establishing a Wholesome Classroom Climate

Applied Principles of Learning

1. Concepts and Skills
    1.1 The teacher must understand the relationship of mental health (both teacher and pupil) as it affects the teacher's ability to establish learning environments free of emotionally disruptive conditions: extreme hostility, anxiety, aggression, fear, withdrawal.
    1.2 The teacher can promote mental health through an understanding of personality integration and "coping behavior."
    1.3 The teacher should understand the emotional problems experienced by pupils as well as the personal-social factors leading to these problems. Those factors and conditions peculiar to adolescence and an urban environment are particularly important.
    1.4 The teacher should recognize the symptoms of deviant behavior which suggest referral to the proper personnel services. Likewise, he should be aware of available personnel services.
    NOTE: Under no circumstances is the teacher to attempt remedies of a student's deviant behavior.
    1.5 The teacher should understand the dynamics of the many social relationships within the classroom. These include--
        1.5.1 Leaders and followers;
        1.5.2 Teacher and pupils;
        1.5.3 Pupil and pupil;
        1.5.4 Group and class;
        1.5.5 Class structure and general class behavior;
        1.5.6 Cooperation and competition.
    1.6 The teacher should understand how discipline problems arise, how to avoid discipline problems, and what to do about unavoidable discipline problems. He should recognize the early symptoms of morale problems for individuals, the small group, or the entire class. This will facilitate remedial action so that rigorous disciplinary action is not necessary.

2. Activities
    2.1 As the student teacher presents a lesson in a high school class, have another student teacher observe him. Is the observed teacher more prone to punish than the average teacher? Is he aware of pupils' emotional problems? of their difficulties? of the leadership patterns in the classroom? Is the class overly competitive? cooperative? Is the class managed in a businesslike way? in an overly restrictive way? Might the teaching style be classified as warm? impersonal?
    2.2 Have the members of the class role-play different teaching styles while others role-play pupils from different socioeconomic groups, or pupils with different learning styles.
    This activity has two purposes: to learn the techniques of role playing; to gain insight into pupil behavior.

3. Readings

   Berkowitz, P.H., and Rothman, E.P. "The Teacher and the Disturbed Child." The Disturbed Child. New York: New York University Press, 1960.

   Woodruff, A.D. Basic Concepts in Teaching. San Francisco: Chandler, 1961. Chapters 11, 12, and 13.

Correlated Principles and Practices in Teaching

1. Concepts and Skills
   No additions
2. Activities
   No additions
3. Readings
   No additions

Unit 9 Providing for Individual Differences

Applied Principles of Learning

1. Concepts and Skills
    - 1.1 Understanding the basic elements of the use of standardized tests enables the teacher to know his class better than might otherwise be the case. It is especially important that he learn to interpret the cumulative record, that he also recognize the limitations of the information it contains.
    - 1.2 The teacher is helped to know pupil capabilities and limitations through skilled observation of classroom performance, pupils in social situations, pupils' personal habits, pupils' ethnic, social, and religious backgrounds.
    - 1.3 The teacher should be acquainted with the special methods used by classroom teachers in the urban schools for adapting to the instructional needs of subgroups within the class. Among these techniques are --
        - 1.3.1 Enrichment for gifted pupils;
        - 1.3.2 Remediation for deficiencies in achievement;
        - 1.3.3 Specific activities correlated with interests in working on a project, for difference in interests;
        - 1.3.4 Programmed textbooks and the like, for individualizing instruction;
        - 1.3.5 Team teaching, integration of ideas, and the relating of instruction to other parts of the curriculum.
    - 1.4 The teacher should understand the grouping process in relation to instruction.
        - 1.4.1 Keeping the same groups throughout the course is ineffective.
        - 1.4.2 Some instructional activities require groups based on interests; other activities require groups based on achievement levels, etc.
        - 1.4.3 Groups are never homogeneous. For example, when pupils are grouped homogeneously on arithmetic achievement, wide differences will appear with respect to social skills, reading, and the like. Perhaps the only area in which stable groups are justified is in grouping based on reading ability.
    - 1.5 The teacher should realize that individual differences are provided for in the school at other organizational levels in addition to classrooms.
        - 1.5.1 The whole school system is based on a "grade" system determined by pupil age; this assumes that most students at a given age have similar needs and require comparable methods of instruction.
        - 1.5.2 Differences in curriculums within the high school reflect the different interests of students, such as vocational, business college.
        - 1.5.3 In a real sense the high school is a combination of the graded and nongraded approaches.
    - 1.6 The teacher should learn how to employ grouping practices, programmed learning materials, enrichments, remediation, team teaching and other special teaching practices in conjunction with regular class work. He should do so smoothly, with little disruption in classroom management as he changes

from one procedure to the other.

1.7 The teacher should learn to find and to employ teaching aids (textbooks, films, etc.), appropriate for special groups of students in his subject-matter area.

1.8 Learning to make sophisticated judgments of students for teaming and grouping requires sophisticated observation, with extensive records of these observations. Anecdotal records, test profiles, case studies of individuals, case studies of group performance, are all helpful.

2. Activities

2.1 Examine school and area plans for provision for individual differences. (Such plans might be those of Milwaukee, Wisconsin; Newton, Massachusetts.) Evaluate the multiple provisions for special groups of students. What provisions are recommended for the culturally deprived? for the gifted? What provisions are recommended which are not provided for in the schools utilized by the apprentice teachers?

2.2 Take a group of two, three, or four students who require remedial help, are typically unmotivated, or are far beyond the achievement of the rest of the class. Attempt to teach them as a small group. Select a topic or teaching procedure which seems useful. What techniques are successful? Which need improvement?

3. Readings

Barker, R. G., and Gump, P. V. Big School, Small School: High School Size and Student Behavior. Stanford, California: Stanford University Press, 1964.

Bush, R. N., and Allen, D. W. A New Design for High School Education. New York: McGraw-Hill, 1964.

Clark, K. B. Dark Ghetto. New York: Harper & Row, 1965.

Coleman, J. S. The Adolescent Society. Glencoe, Ill.: Free Press, 1961.

Gallagher, J. J. Teaching the Gifted Child. Boston: Allyn & Bacon, 1964.

Gordon, C. W. The Social System of the High School. Glencoe, Ill.: Free Press, 1957.

Worcester, D. A. The Education of Children of Above-Average Mentality. Lincoln, Nebraska:University of Nebraska Press, 1956.

Hock, L. E. "Classroom Grouping for Effective Learning." Educational Leadership 18: 420-424; August 1961.

Correlated Principles and Practices of Teaching

1. Concepts and Skills
No additions.

2. Activities
No additions.

3. Readings
No additions.

Unit 10 Evaluating Learning and Teaching

Applied Principles of Learning

1. Concepts and Skills
   - 1.1 The teacher should define evaluation in terms of making judgments and decisions.
     - 1.1.1 The teacher should understand the components of evaluation: observing, recording, comparing, measuring;
     - 1.1.2 The teacher should understand the basic limitations of various evaluation procedures and instruments.
   - 1.2 The teacher should develop a broad view of evaluation as a distinct part of the learning-teaching process. Evaluations should be made in terms of the objectives of the secondary school, the specific curricular area, the concepts skills, or attitudes being taught.
   - 1.3 The teacher should develop familiarity with the various kinds of evaluation instruments: standardized tests, inventories, questionnaires, etc.
   - 1.4 The teacher should acquire understanding of elementary statistical concepts and procedures: norms, standards, validity, reliability, variance, and the like.
   - 1.5 The teacher should learn to construct classroom quizzes and examination items. Some types of these are essay, short answer, simple recall, association, discrimination.
   - 1.6 The teacher must understand the difference between group testing and individual examination.
   - 1.7 The teacher must understand why certain kinds of evaluation instruments are adequate for certain purposes, but useless for others.
   - 1.8 The teacher must understand that evaluations of cognitive, affective, and psychomotor aspects of learning require different techniques and procedures.
     - 1.8.1 Cognitive processes (knowledge) are best demonstrated behaviorally in problem solving (using knowledge).
     - 1.8.2 Affective processes (attitudes) are best demonstrated in reacting or acting in situations which evoke attitudinal responses.
     - 1.8.3 Psychomotor processes (skills) are best evaluated through monitoring performance of learners in a distinct context.

2. Activities
   - 2.1 Construct a test of multiple-choice and essay questions for one of the units prepared earlier or for a unit now being read. Administer the test to the class. Examine its statistical characteristics (difficulty, item discrimination, distribution of total scores, etc.). Is the test useful? Why or why not? What can be done to improve the test? Is it a fair test for all subgroups in the class?
   - 2.2 Select a standardized test in the subject matter area. Read the manual. Read an evaluation of it in Buros'

Mental Measurements Yearbook. Administer it to some students or find their test scores if available on the test from the cumulative record. How does the test measure up in actual practice as opposed to the claims of the publisher and/or the criticisms of the reviewer? Ought the test be used again? Why or why not?

2.3 Make a comprehensive study of manuals on standardized tests. Specific attention should be focused on--
  2.3.1 The kinds of measuring instruments;
  2.3.2 The characteristics of measuring instruments;
  2.3.3 The specific purposes of various measuring instruments;
  2.3.4 The appropriate criteria for selecting measuring instruments;
  2.3.5 The strengths and limitations of various instruments.

2.4 Outline specific procedures and instruments to use in evaluating a given unit of work. Include--
  2.4.1 Evaluation procedures;
  2.4.2 Sample test items written by the apprentice;
  2.4.3 The specific realm of evaluation (cognitive, affective, psychomotor);
  2.4.4 Strengths of procedures or items;
  2.4.5 Weaknesses and limitations of procedures or items.

2.5 Try some of the test items in a class which the apprentice has taught consistently during the term.

2.6 After administering the test items, score them and analyze the results in terms of variance, central tendencies, item ease or difficulty, etc.

2.7 Evaluate the apprentice teacher's instruments. This evaluation is done cooperatively by him, his cooperating teacher, and the college supervisor.

SPECIAL ACTIVITY

Each apprentice teacher is required, as an independent term project, to design at least one complete unit of work encompassing the major components of teaching and learning considered in the course. This project should be done in conjunction with the special methods and special techniques phase of the college work.

3. Readings

Buros, O. K., editor. Mental Measurements Yearbook. All editions. Highland Park, N.J.: Gryphon Press, 1949. Reference.

Tinkelman, S. N. Improving the Classroom Test. A Manual for Classroom Teachers. Albany, N.Y.: New York State University, Bureau of Examinations and Testing, 1958.

Tyler, Laura E. Tests and Measurements. Englewood Cliffs, N.J.: Prentice-Hall, 1963.

Any publication (bulletins, etc.) of--
  Educational Testing Service, Princeton, New Jersey.
  Psychological Corporation, New York, New York.

APPENDIX A

General Reading List

1. It is suggested that the student be required to purchase one textbook in educational psychology. Some typical texts:

Cronback, Lee. Educational Psychology. Second edition. New York: Harcourt, Brace & World, 1963.

Klausmeier, H. J., and Goodman, W. Learning and Human Abilities. Second edition. New York: Harper & Row, 1966.

McDonald, Fred. Educational Psychology. Second edition. Belmont, California: Wadsworth, 1965.

2. In addition, the following paperbacks are recommended and will be frequently assigned during the course of study:

Bloom, B. S.; Davis, Allison; and Hess, Robert. Compensatory Education for Cultural Deprivation. New York: Holt, Rinehart & Winston, 1965.

A study with annotated bibliography of studies related to compensatory education.

Bruner, J. S. The Process of Education. Cambridge: Harvard University Press, 1960 .Vintage V-234.

A critical look at education, with suggestions for improvement. If recognized as but one view, it can be a good basis for discussion.

Carpenter, F., and Haddan, E. E. Systematic Application of Psychology to Education. New York: Macmillan, 1964.

A development of learning principles in conjunction with the teaching processes. Suggested specifically for the chapters on analysis of the lecture, the group discussion, motion pictures, field trips, automated devices, and programmed materials. Very much a "how-to-do-it" book.

Green, D. R. Educational Psychology. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

A study of the core of school learning. Each section is illustrated with examples from classroom teaching.

Mager, R.F. Preparing Instructional Objectives. Palo Alto: Fearon, 1964.

Sarason, S. B; Davison, D.; and Blatt, B. The Preparation of Teachers: An Unstudied Problem in Education. New York: Wiley, 1962. (PB 75412)

Probably more for the teacher of teachers than for the student teacher. Nevertheless, there is much of value for the student teacher on such topics as what an elementary teacher does in the course of a classroom day, and the importance of the teacher as an observer.

Tyler, L. E. Tests and Measurements. Englewood Cliffs, New Jersey: Prentice-Hall, 1963.

Essentials for the beginning teacher about tests and measurements. Some chapters might overlap the chapters in the typical educational psychology textbook.

Woodruff, A. D. Basic Concepts of Teaching. San Francisco: Chandler, 1961.

For the prospective teacher, a workable set of ideas on what a teacher does when he teaches a class. The work of an educational psychologist working with school faculty members, the book specifies step by step what the teacher does when teaching (e.g., teaching a concept), then parallels this with what the learner does when learning. It includes practical teaching suggestions, such as steps in carrying on a discussion; steps in using role playing (and why role playing is used); steps in developing concepts or principles; steps in conducting buzz sessions. It is a "cook book," with every "recipe" nicely tied to the philosophy of the school and to psychological principles.

3. These general references may be of specific value at a given time.

Bloom, Benjamin L., editor. Taxonomy of Educational Objectives. Handbook I: Cognitive Domain. New York: Longmans, 1956.

Gage, N. L. "Theories of Teaching." Theories of Learning and Instruction. Sixty-Third Yearbook, Part I, National Society for the Study of Education. (Edited by E.R.Hilgard.) Chicago: University of Chicago Press, 1964.

Loretan, J. O., and Umans, S. Teaching the Disadvantaged. New York: Teachers College Press, Columbia University, 1966.

The Teacher's College Journal 38: December 1966. Terre Haute, Indiana: Indiana State University.

A discussion of many problems of teacher education relevant to educational psychology. Some titles of importance are "Educational Psychology and Teaching: Opinions of Experienced Teachers"; "Claryifying the Supervising Teacher's Role"; "Learning Under Two Different Conditions"; "Helping Teachers Classify and Study Teaching"; "Behavior"; "From Rags to Rags: Probable Effects of Poverty Upon Aspirations."

Flanders, Ned A. "Intent, Action, and Feedback: A Preparation for Teaching." Journal of Teacher Education 14: 251-260; Summer 1963.

4. The following are among materials which are free or available at such low cost that they might be distributed to the class:

Test Service Bulletins of the Psychological Corporation, New York City.

Publications of the New York City Board of Education related to the apprentices' subject matter areas.

Edgar, R., and Storen, H. Learning to Teach in Difficult Schools. Flushing, New York: Queens College, 1963. Bridge Project Publication #4.

Kornberg, L. Bridges to Slum-Ghetto Children. Flushing, New York: Queens College, 1962. Bridge Project Publication #3.

APPENDIX B

Selected Film Resources (16 mm., sound)

Note on abbreviations:

NET refers to National Educational Television
PSU refers to Pennsylvania State University

Angry Boy. 33 min., Mental Health Film Board, 1951.
Boy is caught stealing in school and is sent by understanding teachers to psychological clinic. Boy's emotional problems traced by investigating family life. Film shows use of psychotherapy.

Appointment With Youth. 25 min., Crawley Films, 1955.
Teacher learns to use new methods and approaches, improves work of "slow" students, guides unruly member of teen-age gang toward good citizenship. Film shows preparation of teachers.

Aspects of Individual Mental Testing. 33 min., Pennsylvania State University, 1946.

Case History of a Rumor. 54 min., CBS-TV, 1963

The City and Its Region. 28 min., National Film Board of Canada, 1963.

The City and the Future. 28 min., National Film Board of Canada, 1963.

The City as Man's Home. 28 min., National Film Board of Canada, 1963.

Classification of Materials. 18 min., PSU, 1959.
Makes distinction between "channel" and "medium" as the terms apply to potentials and limitations of AV materials.

Common Fallacies About Group Differences. 15 min., McGraw Hill, 1958.

Communications. 25 min., PSU, 1959.
Illustrates teacher's role as a communicator.

Creative Imagination. (English) 44 min., PSU, 1962.
Teacher leads students, in unrehearsed class session, to think creatively about a problem--a definition of democratic man.

Creativity: The Project Approach. (English) 31 min., PSU, 1962.
A variety of projects are undertaken by various students in a twelfth grade English class.

Current Events Through Instructional Materials. (Geography) 39 min., PSU, 1962.

Diagnosing Group Operations. 29 min., NET, 1962.
Illustrates conflicts in groups.

Discipline During Adolescence. 16 min., McGraw Hill, 1958.

Experiment in Excellence. Parts I and II. 54 min., NBC-TV, 1964.
Show provision for individual differences; includes new media.

Fidelity of Report. 6 min., PSU, 1963.

Focus on Behavior: 29 min. each, NET, 1963.
A World to Perceive.
The Brain and Behavior.
Computers and Human Behavior.
Learning about Learning: Learning, Research
Need to Achieve: Motivation and Personality
No Two Alike: Individual Differences and Psychological Testing
Of Men and Machines: Engineering Psychology

Four Families. Parts I and II. 30 min. each. National Film Board of Canada, 1960.
Part I compares family life in India and France; Part II compares life in Japan and Canada.

Helping Teachers to Understand Children. 21 min., U.S. Information Agency, 1960
Institute for Child Study at University of Maryland helps faculty set up local child study program.

High Wall. 32 min., Anti-Defamation League of B'nai B'rith, 1952.
Shows prejudices as a consequence of economic frustration.

How to Study. 19 min., Coronet Films, 1946.

Improve Your Study Habits. 11 min., Coronet Films, 1961.
Illustrates good habits in taking notes, learning to use reference books, outlining, and making a homework schedule.

Improving Study Habits. 14 min., McGraw Hill, 1964.
Important skills as first steps in the learning process, careful listening and reading, accurate comprehension, and adequate note taking are points of emphasis.

Individual Motivation and Behavior. 30 min., NET, 1963.
Illustrates individual motivation, and group behavior. Questions why people join groups, and why some members block or dominate group action.

Inductive-Deductive Method. (Biology) 52 min., PSU, 1962.

Inductive-Deductive Method. (Mathematics) 52 min., PSU, 1962.

Learning and Behavior - The Teaching Machine. 26 min., Carousel Films.
Illustrates principles of reinforcement.

Learning to Study. 14 min., Encyclopedia Brittanica, 1954.

One Step At a Time. 15 min., National Film Board of Canada, 1963.
Offers introduction to teaching machine concepts.

Palmour Street. 27 min., Georgia Dept. of Public Health, 1956.

Problem Solving - World Affairs. 42 min., PSU, 1962. (Unedited).

Reading -- The Language Experience Approach. 20 min., Learning Through Seeing, Inc., 1962.

Reading Improvements: 11 min. each, Coronet Films, 1962.
- *Comprehensive Skills*.
- *Defining the Good Reader*.
- *Effective Speeds*.
- *Vocabulary Skills*.
- *Word Recognition Skills*.

Review Lesson -- Biology. 41 min., PSU, 1962.

Teaching a Concept:
- *American History*. 35 min., PSU, 1962.
- *Mathematics*. 36 min., PSU, 1962.
- *Mathematics*. 25 min., PSU, 1962.
- *Physics*. 36 min., PSU, 1962.

Teaching a Mental Skill. (Mathematics) 48 min., PSU, 1962.

Teaching of Reading in the Secondary Schools. 89 min., PSU, 1962.

Television Utilization. 29 min. each, PSU, 1964.
Part I shows use of television in education, preparation of class for viewing a TV education program. Part II shows use of TV in elementary,secondary schools.

The Quiet One. 68 min., Film Documents, Inc., 1948.

The Search: 25 min., CBS-TV, 1955.
- *Juvenile Delinquency*. Wayne State University
- *New Hope for Stutterers.* State University of Iowa.

You're No Good. 25 min., National Film Board of Canada, 1966.
Dramatizes the frustrations and fantasies of a high school dropout.

We Plan Together. 20 min., Teachers College of Columbia, 1948.
Eleventh-grade pupils of Horace Mann-Lincoln School plan cooperatively a core program. A new student tells of his experiences and how they changed his outlook.